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ABSTRACT

This guide is one of a four-book series on female development designed to provide a model for a sex-fair graduate training program in counseling, educational psychology, and career education. It focuses on the female experience in America, especially developmental, psychological, counseling and career/life style issues. This book is divided into four major units: (1) female development, psychologically and physically; (2) career patterns and life styles; (3) feminist approaches to counseling and therapy; and (4) critical counseling issues facing women such as depression, divorce, widowhood, abuse, and physical health. The lesson format includes a rationale, learning objectives and activities, facilitator instructions, and suggested references. The appendix contains an annotated bibliography of additional media resources. (Author/NRB)

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THE FEMALE EXPERIENCE IN AMERICA: DEVELOPMENT, COUNSELING AND CAREER ISSUES

A Learning/Teaching Guide

Sharon B. Lord, Liz Wyman
Nan Scott, Mary Ellen McLoughlin

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University of Tennessee

Women's Educational Equity Act Program
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Mary F. Berry, Assistant Secretary for Education

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Contributors

PROJECT DIRECTOR

Sharon B. Lord

AUTHORS

Sharon B. Lord, Ph.D.
Liz Wyman
Nan Scott, Ph.D.
Mary Ellen McLoughlin, Ed.D.

RESEARCHERS

Liz Wyman - *Counseling Coordinator*
Nan Scott, Ph.D. - *Development Coordinator*
Mary Ellen McLoughlin, Ed.D.- *Careers Coordinator*
Sharon B. Lord, Ph.D.
Joanna Allman
Linda Clark, Ed.D.
Patricia Ball, Ed.D.

ASSISTANT DIRECTOR

Joanna Allman

CONTENT REVIEW

Cathryn Adamsky, Ph.D.
Professor of Psychology
I.U. - Purdue, Fort Wayne

TECHNICAL ASSISTANCE

Claudia Burmeister - *Typist*
Jean Dyer - *Typist*
Tenpenny Publishing
Typesetting and Layout

ART WORK and GRAPHICS

Nan Scott, Ph.D.
Arthur Mulkey

EDITOR

Sharon B. Lord, Ph.D.

OTHER CONTRIBUTORS

Janet T. Spence and Robert Helmreich, *Attitudes toward Women Scale*

Newsweek magazine, *Women at Work.*

J. Resnick, D.W. Hill, and L. Ducher, *Activities from Rape Crisis Center Training Manual.*

Merilee Kernis, *A Holistic Approach to Contraception*

Chris Smithies, *Evaluation Sheet for Women's Health Care.*

Preface to
THE FEMALE EXPERIENCE IN AMERICA: DEVELOPMENT, COUNSELING AND CAREER ISSUES

The purpose of this book is to provide a guide for teaching and learning about the female experience in America, especially regarding developmental, psychological, counseling, and career/life style issues.

We have attempted to identify learning objectives for each lesson which can be met by pursuing the learning activities and readings created and suggested for each lesson. The introductory narrative summarizes the current state of the literature, provides a rationale for the topic's inclusion or importance in the study of women, and sometimes poses unresolved questions.

The lessons are organized with a variety of objectives in each lesson, so that the learner or teacher, by selecting among the objectives, can develop a learning situation which best fits her/his needs. The last section of the book, Critical Incidents in Female Development, has particular relevance for counselors, since the lessons provided not only analyze each topic, but also contain activities and readings related to the counseling of women who are dealing with the issues under examination.

Most of the lessons utilize resources which are available in print form. *It is extremely important that the learner or teacher acquire the articles and readings to which a given lesson refers.* Without those readings, many of the lessons would be ineffective. Many of the suggested articles appear in Cox, *Female Psychology: The Emerging Self;* Bardwick, *Readings on the Psychology of Women;* O'Leary, *Toward Understanding Women;* The Boston Women's Health Book Collective, *Our Bodies, Ourselves;* and Gornick, *Woman in Sexist Society: Studies in Power and Powerlessness.*

The learning/teaching guides can be used individually as single components, or they can be combined for use as a four-volume set. If all four guides are used together, learners/teachers should familiarize themselves with Books I, III, and IV of this female development series in order to have available the full range of information and resources on sex roles, Appalachian women, and the Black female experience in America. The lessons of all four books are designed so they can be used interchangeably. For example, on the topic of women's health issues, the lesson could be supplemented by using the lesson on health issues of Black women (Book III) and health issues of Appalachian women (Book IV).

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INTRODUCTION

Use of the Learning/Teaching Guides

OVERVIEW OF THE FOUR-BOOK SERIES ON FEMALE DEVELOPMENT

In 1976, the Department of Educational Psychology and Guidance at the University of Tennessee was funded by the Office of Education, under the Women's Educational Equity Act, to develop a model sex-fair graduate training program in counseling, educational psychology, and career education. The products developed during the first year of the model training program are a series of four books, designed as learning/teaching guides, which focus on the female experience in America, and understanding sex roles and moving beyond. The four learning/teaching guides are:

1. *Understanding Sex Roles and Moving Beyond*
2. *The Female Experience in America: Development, Counseling, and Career Issues*
3. *The Black Female Experience in America*
4. *Appalachian Women*

The books are designed to provide the user the necessary information for developing and/or facilitating courses or pursuing independent learning on topics such as female development, counseling women, psychology of the female experience, sex-role socialization and androgyny, and women's career development.

The guides can be used individually as single components, or they can be combined for use as a four-volume set. All are designed to provide the necessary information for developing and/or facilitating courses or pursuing independent learning on topics such as female development, counseling women, psychology of the female experience, sex-role socialization and androgyny, and women's career development.

The lessons in *The Black Female Experience in America* and *Appalachian Women* are designed to be an integral part of general courses in women's studies, Black studies, and Appalachian studies, as well as to be used as a starting point for individual courses on the Black female experience and the Appalachian female experience.

Each book in the series contains lessons which are organized into a common format, so the lessons can be interchanged to fit the learner/teacher's needs. Each lesson contains:

a. A 1-5 page introduction to the literature with a rationale for the lesson;
b. A set of learning objectives for the lesson;
c. Directions for learner or facilitator preparation, including recommended readings;

d. Classroom and individual learning activities which can be utilized to meet each learning objective;

e. A bibliography containing additional recommended related readings;

f. An appendix containing original articles related to the lesson which were developed specifically for the lesson, learning exercise worksheets, and related readings not easily available elsewhere.

By interchanging lessons from the various learning/teaching guides, the user can create courses or a learning situation which emphasize her/his individual objectives and needs.

Hopefully, the books will not only be used by individuals already facilitating related courses, but will also be used as an aid in designing new courses. The books are also designed to be used by individuals pursuing independent, self-directed study.

Following is a list of the lessons contained in each book:

Book I

UNDERSTANDING SEX ROLES AND MOVING BEYOND

Joanna Allman, Sharon B. Lord, Karl White, Linda Clark

Unit I Formula for Restricted Development: Sex-Role Stereotypes in America

1. Introduction to Sex-Role Stereotyping
2. Female Sex Roles
3. Male Sex Roles
4. Sex Differences and Androgyny

Unit II Examining Sex Roles Across Cultures

5. Sex Roles Across Cultures
6. Black Sex Roles in America
7. Sex Roles in Appalachia

Unit III Sex Roles in American Institutions: Getting Clear and Moving On

8. The Nuclear Family: Marriage and Parenthood
9. Sex Roles and Sexuality
10. Sexism in Language
11. Toward Sex Fairness in Education
12. Sex Roles in Religion
13. Working Sex Roles Out of the Labor Force
14. Sex Roles and Mental Health Services
15. Ending Is Beginning: Strategies for Change

Appendix

Suggested Media Resources

Book II

THE FEMALE EXPERIENCE IN AMERICA: DEVELOPMENT, COUNSELING, AND CAREER ISSUES

Sharon B. Lord, Liz Wyman, Nan Scott, Mary Ellen McLoughlin

Unit I Female Development
1. The Traditional Female Role
2. Women and Achievement
3. The Myth America Syndrome
4. Menstruation and Menopause
5. Pregnancy and Childbirth
6. Female Sexuality
7. Birth Control
8. Theories of Women's Career Development

Unit II Women's Career Patterns — Life Styles
9. Women in the Paid Labor Force
10. Homemaking as a Career
11. Life-Style Options
12. Lesbian Relationships
13. Women and Children

Unit III Women Growing and Changing: Counseling Approaches
14. Women in Counseling/Therapy: Traditional Theory and Practices
15. Sex Bias in Career Counseling and Career Interest Inventories
16. Feminist Approaches to Counseling and Therapy

Unit IV Critical Incidents in Female Development: Counseling Issues
17. Depression in Middle-Aged Women
18. Crisis in Marriage
19. Widowhood
20. Divorce
21. Re-entry Women
22. Rape
23. Battered Women
24. Pregnancy Termination
25. Selected Issues in Women's Health

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Book III

THE BLACK FEMALE EXPERIENCE IN AMERICA

Joanna Allman, Patricia Bell Scott, Marian Hardin, Sharon B. Lord

Unit I The Black Woman: Herstory
1. Black Women in Slavery
2. Black Woman in the 20th Century
3. Black Women Role Models: Historical and Contemporary

Unit II Black Women: Maintaining Personal Power
4. Black Feminism
5. New Roads to Survival for Black Women

Unit III Relationships, Roles, and the Family Life of Black Women
6. Black Sex Roles in America
7. The Myth of the Black Matriarchy
8. The Black Male
9. Strengths of the Black Family

Unit IV Being Black and Female: Toward Healthy Development
10. Counseling Concerns: On Becoming a Healthy Person
11. Depression and Suicide: Emerging Concerns
12. Hypertension and Cancer
13. Research Priorities for the Study of Black Women

Appendix:
Suggested Media Resources

Book IV

APPALACHIAN WOMEN

Sharon B. Lord, Carolyn Patton-Crowder

Unit I Appalachian Women: An Introduction through Poetry, Music and Prose
1. The Joys and Struggles of Mountain Women
2. Appalachian Women as Depicted in Fiction

Unit II Sex Roles in Appalachia
3. Introduction to Sex-Role Stereotyping in American Society
4. Historical Sex Roles in Appalachia
5. Contemporary Sex Roles in Rural-Agricultural Appalachia

Unit III Female Role Models: Historical and Contemporary
6. Women's History: Lost, Stolen or Strayed
7. Appalachian Women in Traditional Roles

8. Appalachian Women in Non-traditional Roles

Unit IV Psycho-social Aspects of the Female Experience in Appalachia

9. Appalachian Women and Work
10. Health Issues of Appalachian Women
11. Education and Counseling Needs of Appalachian Women

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A. Suggested Media Resources
B. Supplementary Bibliography on Appalachian Women

TOWARD SELF-RESPONSIBLE LEARNING: SUGGESTIONS FOR A TEACHING/LEARNING APPROACH

In developing and testing out the lessons contained in this book, we tried to utilize approaches which fostered the development of independent, self-responsible learners. The teaching/learning approach recommended for these books treats each student as a potential teaching resource who is involved in determining her/his own learning objectives. A primary goal is for the students to take responsibility for their own learning. In addition to the learning objectives that the instructor may choose for the entire class, students can define personal, individual objectives and present a plan outlining the procedure for accomplishing their goals. Any percentage of the final grade could be determined from individual projects which reflect student-determined objectives.

In a course emphasizing the growth and development of the learner, the traditional patriarchal teaching model of one authority figure is considered dysfunctional for several reasons: (1) "The authority" usually assumes total responsibility for the learning objectives and structure of the entire course, thereby minimizing the development of the student's self-responsibility in the learning process. (2) The validity of the learner's personal experience and understanding are often discounted if they are viewed as different from those of the instructor. (3) The practice of assuming that all power "rests" in the hands of one authority figure encourages the learner to remain passive and dependent upon the instructor. This is a role from which female students, in particular, need to free themselves.[1]

We suggest that the instructor serve as class coordinator, and when possible that the course be team-taught. At least one female facilitator/teacher should always be involved with the courses. A circular seating arrangement is suggested to allow for the maximum interchange of ideas. Coordinator(s) usually present topics, facilitate class discussions, act as resource persons, and deliver lectures only when necessary. Class members and invited guests with information on relevant course topics assume a major responsibility for many sessions. During the first class and throughout the course, cooperation of students and coordinator(s), rather than competition, is stressed. Students are encouraged to participate fully in class discussions and group activities in order to maximize learning. Thus, optimum class size is approximately 20-25 students. The lessons can be implemented in larger classes, however, with some adjustments in learning activities.

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[1] S. Lord. "Teaching the Psychology of Women: Examination of a Teaching/Learning Approach." Paper presented at American Psychological Association, 1975. (Available from 108 Claxton, University of Tennessee, Knoxville, Tennessee.)

In order to counteract the threat of evaluation that can often hinder personal involvement in a course, the following strategies are suggested:[2]

1. Provide frequent evaluations in place of the standard midterm and final examinations.
2. Distribute a list of study questions at the first class session. Test questions are then selected from this list. For example, the list may contain 20 to 30 essay questions from which one, two, or three may be selected for each evaluation.
3. Designate some evaluations as take-home assignments.
4. Choose and explain a simple scoring system at the beginning of the course. Thus students can compute their own grade at any point.

In addition, students may be asked to contract for the grade they wish to attain. If the instructor wishes to use this approach, a point system should be developed and distributed to students at the first class meeting. A minimum number of points should be required to be earned from examinations. Additional points may be earned for participating in prepared role-playing activities, presenting results of personal projects, completing journals, or creating other activities suggested by students with instructor approval.

Recommended Student Activities

A variety of student activities can be incorporated into the lessons from any of the four books. These recommended activities are consistent with the assumptions of the teaching/learning model upon which each lesson was designed (Lord, 1975). The ultimate goal of each technique is to increase students' acceptance of responsibility for their own learning and to encourage students to capitalize upon their own unique learning styles.

Student Learning Projects

A learning project has five basic parts: (1) objectives, (2) rationale, (3) resources to be used in meeting the objectives, (4) method of presenting the material to the class, (5) the method of presenting the material to the facilitator for evaluation. To facilitate students' understanding of the project, it sometimes helps to explain each component: (1) An objective is the goal you are hoping to achieve. (2) A rationale is the reason or basis for pursuing the idea. (3) Resources are the aids to be used in reaching the goal. (4) Method of presentation is how the material will be shared with the class: lecture, activity, slide presentation, film and discussion. (5) Method of presentation for facilitator evaluation enables the student to summarize and to permanently document the learning experience. The alternatives include a position paper, an annotated bibliography, tape-recorded lecture with a written outline, photographs or slides with written narrative, or others as agreed upon by the student and facilitator.

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[2] The suggestions are adapted from E.L. Tolbert, *Instructor's Manual: Counseling for Career Development.* Boston: Houghton Mifflin, 1974.

A preliminary learning project proposal is submitted to the facilitator,who serves as a resource person. As resource person, the facilitator should have knowledge of relevant publications, films, videotapes, etc., and their accessibility. S/he should also be available to students for discussion of projects to enable students to create objectives and plans for the project. Before preliminary proposals are submitted, the students should have located and scanned the materials they plan to use. After a plan is agreed upon, students make a copy for themselves and the facilitator and proceed with the research.

It is suggested that at least 10-15 minutes be available to each student for presentation of projects, followed by class discussion. Many students find it useful for the facilitator to comment on her/his presentation technique and content.

Journals

Instructors may recommend that students keep a journal of personal reactions to class materials and discussions. Journal entries may include new awarenesses, questions, relevant quotes from outside sources or personal contacts, or any personal statements related to the class which a student may not feel comfortable sharing with the class. The instructor may wish to require a minimum number of entries per week. It is suggested that journals not be assigned a grade, but be credited as complete if they contain the required number of entries rather than judged on any qualitative basis. The purpose of the journal is to encourage the student to reflect on what is happening personally as a result of the course or learning experience.

Assertiveness Training

Participating in an assertiveness training group is often a very complementary activity to the intellectual study of female development. Essentially, assertion theory assumes there are three basic ways for people to act in a given situation: they may be passive, aggressive or assertive. Though most people characteristically react in each way at various times in different situations, one style is usually predominant.

Women, as a group, have been socialized to adopt a passive reaction style. The result of such a pattern of interaction is to render a person dependent upon others for decisions, threatened and anxious in new situations, and basically powerless on one's own. Aggressive behavior, on the other hand, also results in destructive tendencies: the humiliation and depreciation of others. Most women in our society do not react in this way, since it is antithetical to the stereotypic feminine sex role. When they do, they are often ostracized and alienated. Assertive behavior offers a positive alternative to responding to people and situations. The assertive woman is able to state her feelings, desires, and views honestly and directly. Though she may not always achieve her goals, she has the self-awareness that she has done all she can in the given situation and has usually left the dignity of others intact.

Acting assertively requires practice. Anxiety is a normal feeling when new behaviors are incorporated into one's repertoire. To give people an opportunity to try out new responses, a technique called "assertiveness training" has been developed. In assertiveness training, a woman is taught to get in touch with her feelings, to use her voice and body language effectively and generally to value herself as an equal participant in any interaction. Role playing is usually a major component of the training sessions, with participants acting out relevant social interactions in assertive ways. The utilization of videotapes can provide an additional dimension for self-evaluation.

Assertiveness training for students could be directed by the teacher, if he or she is familiar with the techniques. Otherwise, resource persons could be contacted to provide this program for students. Assertiveness training groups are excellent supplementary learning activities for a female development course.

Dyad Partners

In a large class, the use of dyad partners is very effective in accelerating group sharing and interaction. After at least two class meetings in which some personal information and professional objectives have been shared, students select a dyad partner. The dyads are asked to meet at least one hour weekly to discuss any topic, reaction, or feeling related to the class. The dyads usually provide a sounding board for ideas, a support person for each student, a study buddy, and a place for quieter students to have an opportunity to discuss the course.

Consciousness-Raising or Men's/Women's Growth Groups

CR groups or same-gender growth groups provide an opportunity, outside of class, for individuals to explore all the feelings and/or changes that may be occurring as a result of studying the female experience in America and sex roles.

What is a female? What is a male? What is masculinity? What is femininity? Questions such as these are currently being explored by participants in thousands of groups across the United States. These groups, usually labeled consciousness-raising, awareness, or growth groups, are enabling group members to explore individual oppression by examining the various roles (personal, cultural, social, sexual, political and religious) that each person is accustomed to playing. Examination of these roles does not necessarily mean elimination of them; but the options of retaining, changing, or perhaps discarding roles are explored.

Consciousness Raising (CR) is a group mechanism derived from the women's movement and is believed to be one of the most effective avenues to involvement for human liberation for women and men. At the core of CR is introspection, and those who join the experience of consciousness raising often do so out of a need to examine their self-image. Others may join at the urging of a friend already involved in such a group. CR provides opportunities for introspection and discussion of concerns related to male and female roles, concepts of self-identity, as well as the opportunity to share ideas and feelings with others and learn from each other through disclosures of common and diverse experiences and feelings.

The success of any CR venture depends on the mutual acceptance of the goals of the group by the participants and the formation of trust among group members. Confidentiality is a key word from the onset of any consciousness-raising group. Sorenson suggests that using "group games" or giving structure can help "break the ice" in the beginning stages of a newly formed group. Leaderless or structured CR has been successful with persons who have already begun to examine societal roles and expectations, but the use of group exercises as catalysts for discussion in beginning groups has proven to facilitate a more rapid development of cohesion and trust.

CR must begin with the individual and progress from the individual to society and interpersonal relationships. If roles are to change in society, an understanding of the oppressing factors involved in conventional sex-stereotyped roles for men and women is essential to CR.

An experienced group facilitator should conduct the initial CR session, but group members may want to alternate facilitating the exercises once the group is firmly established. The facilitator should always participate in the experience. Several facilitators suggest the following rules are applicable to all CR groups meetings:

1. Do speak personally, using the pronoun "I."
2. Do speak as briefly as possible . . . don't monopolize time.

3. Do speak honestly . . . others will see through falsehoods.
4. Do stick to the topic. Be relevant at all times.
5. Do listen to others to learn about yourself.
6. Don't interrupt another person.
7. Don't question the person talking (except to ask for clarification).
8. Don't criticize.
9. Don't challenge.
10. Don't give advice.

If instructors using the books in this series are not experienced in consciousness-raising groups, resource persons can be invited to provide this learning activity for students or students can coordinate their own groups using the guidelines suggested by Gornick in "Consciousness" (1971).[3]

Physical Activity

It is strongly recommended that learners participate in a regular physical activity throughout the learning experience, whether it is a course or pursued individually. Mind/body integration and holistic growth can be experienced much more readily if physical activity is regular and receives a high priority from the learner. Learning to be confident in asserting oneself in space enhances one's confidence and assertiveness in general.

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[3] V. Gornick. "Consciousness." In *Readings on the Psychology of Women.* Edited by J. Bardwick. New York: Harper and Row, 1972.

UNIT I

FEMALE DEVELOPMENT

Unit I
Lesson 1

THE TRADITIONAL FEMALE SEX ROLE

INTRODUCTION

This lesson examines female socialization in American society with special attention devoted to traditional role expectations, ambivalence, role conflict and achievement.

The existence of a clearly defined set of behavioral norms and expectations for "appropriate" female behavior has been demonstrated in numerous research studies, whose subjects range from college students to parents to practicing professionals in psychology (Broverman et al., 1970; Neufeld, Langmeyer and Seeman, 1974; McKee and Sheriffs, 1957; Kagan, 1971). The femininity stereotype dictates a narrow range of behaviors for females which are usually the opposite of "appropriate" masculine behaviors. Characteristics such as dependence, passivity, subjectivity, intuitiveness, cooperation and other orientation are encouraged in females, even though the stereotypic masculine traits of independence, aggression, task orientation, rationality and competitiveness are the characteristics which are valued and rewarded by the society at large.

The societal expectation that all women should fill the traditional role of wife and mother contributes, of course, to the encouragement of sex-stereotypic behavior, the role of unpaid homemaker and primary parent or child rearer assumes economic dependency of the wife and usually necessitates supportive, nurturant behaviors. However, sex-role stereotypes ignore the reality of the varied life styles and career patterns that American women choose; for example, in 1974, 45% of the adult labor force was female and approximately 40% of these women were married, which illustrates that American women are filling a variety of roles.

Socialization in achievement-oriented schools and employment in the paid labor force are only two of the many factors contributing to the existence of ambivalence and role conflict in many American women as they reject the narrowly defined sex-role stereotype.

Ambivalence results from the simultaneous valuing of one's feminine identity, qualities and achievements, while perceiving them as less important, meaningful, or satisfying than those of men (Bardwick and Douvan, 1972). Role conflict results when the demands of the traditional female role conflict with the demands of other roles in which women engage, especially acheivement-oriented roles. Some theorists postulate that adolescent women, finding that competition and achievement are viewed as unfeminine by society at large, develop a tendency to avoid success in achievement situations traditionally considered masculine.

OBJECTIVES

1. **To be able to explain the expectations and behaviors associated with the traditional female role in American society.**
2. **To explore and discuss the student's personal attitudes toward women and their role.**
3. **To be able to define ambivalence and role conflict in women.**
4. **To be able to explain the basic socialization factors which contribute to the development of:**
   - **a. ambivalence in women**
   - **b. role conflict**
   - **c. achievement conflict or the tendency to avoid success.**

FACILITATOR PREPARATION

Read entries in the bibliography marked with an asterisk. Review the objectives and learning activities and select those most appropriate for your class.

SUGGESTED LEARNING ACTIVITIES

Activity I: Introduction to the Traditional Female Role. (Objectives 1, 3, and 4)

1. After reading the assigned readings for facilitators, prepare a mini-lecture on the traditional female role which introduces the concepts of ambivalence, role conflict, and the tendency to avoid success. Assign student readings prior to class session. Supplement this introductory lecture with the filmstrip *Cinderella Is Dead* from the NEA kit on Sex-Role Stereotypes.

Activity II: Exploring Self: Attitudes toward Women's Roles (Objectives 1, 2, and 4)

1. Administer the "Attitudes toward Women Scale," included in this lesson to the class.
2. After the students have completed the instrument, use the results as a basis for exploring with the class female socialization and the changing expectations for the female role.
3. During class discussion, note topics which you may want to return to in future class sessions.

Activity III: Examining Life Choices (Objective 4)

1. Administer the Pear Tree Exercise to the class, following the directions accompanying it.
2. Use the fishbowl technique in order to discuss the results. Females should form a circle in the center of the room to process the exercise; males should form the outer circle and listen to the discussion. Encourage the females to identify the factors which contributed to their career choices. Some questions for facilitating the fishbowl discussion follow:
    a. What were your earliest career wishes? How have they changed?
    b. When did your plans begin to change?
    c. What caused the change in your plans?
    d. If you gave up an early career plan, was it because of lack of education or financial support, or because of other pressures?
    e. What do you like/dislike most about your female role as expected by society?
3. Ask the women to react to the concept of the "tendency to avoid success" in relation to their own experiences and expectations. Request that the men remain silent for the first 20 minutes of the discussion.
4. Following the initial sharing, ask the men to react to what has been said about the female experience in this society.
5. Allow the entire group to discuss the reactions of both the females and males.

6. Compare the choices of the males and females in the class. Pay particular attention to the choice of homemaker and parent in the comparison between sexes.

Activity IV: Role Exploration Exercise (Objectives 1, 2 and 4)

1. Distribute the Role Exploration Exercise sheet.
2. Provide 15 minutes for individual work on the worksheet.
3. Have the class members discuss their responses.

Activity V: Female: Plus and Minus (Objectives 1 and 2)

1. Ask each class member to list things they like most and things they like least about being a woman.
2. Collate the students' lists and summarize them on a blackboard or handout so that the class can analyze the results. The male students may list what they like best and least about women; these lists should be analyzed separately.

THE TRADITIONAL FEMALE SEX ROLE

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*Basic readings for this lesson.

APPENDIX: READINGS AND WORKSHEETS

ACTIVITY II: ATTITUDES TOWARD WOMEN SCALE

The statements listed below describe commonly held attitudes toward the role of women in society. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement. Please respond to every item. Use the following scale to indicate your opinion:

(a.) Agree strongly
(b.) Agree mildly
(c.) Disagree mildly
(d.) Disagree strongly

______ 1. Swearing and obscenity are more repulsive in the speech of women than of men.
______ 2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
______ 3. Both husband and wife should be allowed the same grounds for divorce.
______ 4. Telling dirty jokes should be mostly a masculine prerogative.
______ 5. Intoxication among women is worse that intoxication among men.
______ 6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
______ 7. It is insulting to women to have the "obey" clause remain in the marriage service.
______ 8. There should be a strict merit system in job appointment and promotion without regard to sex.
______ 9. A woman should be as free as a man to propose marriage.
______ 10. Women should worry less about their rights and more about becoming good wives and mothers.
______ 11. Women earning as much as their dates should bear equally the expense when they go out together.
______ 12. Women should assume their rightful place in business and all professions along with men.
______ 13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
______ 14. Sons in a family should be given more encouragement to go to college than daughters.
______ 15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
______ 16. In general, the father should have greater authority than the mother in bringing up children.
______ 17. Women should be encouraged not to become sexually intimate with anyone before marriage — even with their fiances.
______ 18. The husband should not be favored by law over the wife in the disposal of family property or income.
______ 19. Women should be concerned with their duties of childbearing and house tending rather than with desires for professional and business careers.
______ 20. The intellectual leadership of a community should be largely in the hands of men.
______ 21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.
______ 22. On the average women should be regarded as less capable of contributing to economic production than men.
______ 23. There are many jobs in which men should be given preference over women in being hired or promoted.
______ 24. Women should be given equal opportunity with men for apprenticeship in various trades.
______ 25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

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* Questionnaire developed by Janet T. Spence and Robert Helmreich, The University of Texas-Austin. Reprinted by permission.

ACTIVITY III: THE PEAR TREE EXERCISE

Introduction

In *The Bell Jar,* Sylvia Plath discusses her experiences as a woman related to decision making. As an achievement-oriented and highly intelligent female, she experienced ambivalence when trying to decide whether to pursue life styles and career directions which were societally defined as atypical for women.

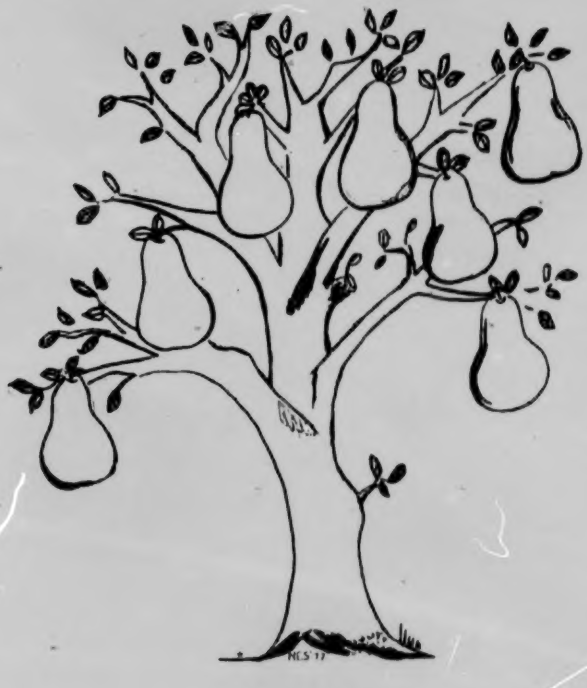
Sylvia Plath saw a parallel between her attempts at deciding on a life direction and her attempts at selecting a pear from a delicious assortment on a tree. The choices of pears appeared to be equally attractive, and she found herself unable to select just one. While she was trying to decide, the pears were ripening, and eventually they began falling from the tree. Before long, all the pears but one had fallen. The pear that remained was her only alternative, and, in reality, it was not a choice at all.

The ambivalent feelings expressed by Plath are similar to the feelings many women experience when sorting through life decisions. If their goals and interests do not coincide with what society views as appropriate for women, ambivalence results. Consequently, career/life decisions are made, not in a knowledgeable, active, purposeful manner, but rather through an ambivalent and indirect process.

Many women make career/life decisions by employing a process of elimination rather than utilizing a knowledgeable and purposeful process of actively selecting among alternatives.

Directions:

1. Write in each pear a career choice about which you fantasized in elementary school, high school, or college.
2. Write underneath each career choice the reason why you did not pursue that career field.
3. Write the career direction you are currently pursuing in the trunk of the tree.



ACTIVITY IV: ROLE EXPLORATION EXERCISE

The Traditional Homemaker Role

Instructions:

List in the appropriate columns what you feel to be the advantages and disadvantages of pursuing only the traditional homemaker role for women.

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

The Career Woman Role

Instructions:

List in the appropriate columns what you feel to be the advantages and disadvantages of pursuing only the career woman role.

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Multiple Roles

Instructions:

Imagine that a woman is pursuing a paid career *and* filling the role of homemaker. List the conflicts that might occur between the expectations of the two roles.

1.
2.
3.
4.
5.

Unit I
Lesson 2

WOMEN AND ACHIEVEMENT

INTRODUCTION

This lesson examines achievement behavior in American women with special attention devoted to research in achievement motivation, causal attributions for success, and the "impostor phenomenon" in highly achieving women.

Female children demonstrate relatively high levels of achievement during early childhood and elementary school years. On the average, they acquire language and locomotive skills earlier than young boys, and their initial psychological and physiological development is superior to that of male children of the same age (Kagan, 1972). By adolescence, however, achievement behavior in females is inhibited; moreover, women who do achieve often attribute their success to external factors such as luck, rather than to internal factors such as ability (Frieze et al, 1975). Clance and Imes (in press) contend that some highly achieving women experience the "impostor phenomenon," a lack of the internal experience of success, regardless of awards or professional recognition, and a feeling that they have been overrated in evaluations.

Horner's (1968) research on achievement motivation and the tendency to avoid success in women has stimulated extensive research attempting to explain achievement development in women. Research related to the question of whether women's reluctance to strive for success in certain situations is the result of a personality disposition or a learned response to social pressure is reviewed very effectively by O'Leary (1977) in *Toward Understanding Women*.

Many feminist psychologists are in the process of evaluating the concepts of achievement and achievement motivation in an unbiased way. The assumption of patriarchal psychological theory is that achievement and competition are always positive values; this lesson also provides an opportunity to examine that assumption.

OBJECTIVES

1. **To demonstrate an understanding of current psychological theories of achievement motivation in women.**
2. **To be able to explain the relationship of the socialization process to the differential achievement patterns observed in females and males.**
3. **To be able to explain attribution theory and its relationship to women's reactions to success and failure.**
4. **To demonstrate an understanding of the "impostor phenomenon" in highly achieving women and its relationship to female socialization and tendency to avoid success.**
5. **To be able to formulate strategies for helping women understand and resolve conflict regarding achievement.**

FACILITATOR PREPARATION

Review the readings associated with Lesson 1, The Traditional Female Sex Role. Read entries in this bibliography marked with an asterisk. Review the objectives and learning activities and select those most appropriate for your class.

SUGGESTED LEARNING ACTIVITIES

Activity I: Achievement and Women—What the Experts Say

(Objectives 1,2, and 5)

1. Prior to class meeting, assign reading of Chapter 5, Female Achievement, in *Toward Understanding Women* by O'Leary, 1977.
2. Suggest that students consider the following questions as they read the assignment on achievement:
    a. What empirical differences between female and male achievement have been identified?
    b. How have the differences traditionally been accounted for by theorists?
    c. How has the socialization process influenced achievement motivation in female and male children differently in the elementary school setting, the high school setting and in higher education?
    d. How do contemporary theories explain female achievement?

Activity II: Socialization and Achievement (Objectives 2 and 5)

1. Involve students in the Achievement Reward Line Exercise (included with this lesson) according to the directions accompanying it.
2. In conjunction with the Achievement Reward Line Exercise, you could do the following:
    a. A resource person who has achieved in a job or role not typical of her sex could be invited to share her perceptions with the class; how has she managed the demands in her life to provide this unique life style?
    b. A resource person who has achieved in a sex-role stereotypic role (i.e., nursing or teaching) could be invited to share her work experience with the class. How have sex-role expectations affected her work life?
3. Resource persons and class members can be asked to discuss the following questions:
    a. Specifically, what are the negative consequences that a successful woman in a nonstereotypic career may suffer as a result of her achievements? In a sex-role stereotypic career?
    b. How have your career or achievement goals changed throughout your life cycle? Do you feel that ambivalence or the motive to avoid success influenced these changes?
    c. For female students: Can you ever remember feeling a need to let males win or to not appear too intelligent or too competitive in order to be feminine?
    d. For male students: How do you feel about women who are more intelligent or "successful" than you? Have you noticed occasions in which women seemed to purposefully lose? How did you feel about this?

Activity III: Attributions for Success and Failure — Ability or Luck? (Objective 3)

1. Several days prior to this lesson, identify a class member who will prepare a brief review of the attribution theory literature and its relationship to women's achievement. The following basic references (see bibliography) can be utilized:
    a. "Fear of Success and Causal Attribution for Outcome" (Feather and Simon, 1973).

   b. "Attributions of the Causes of Success and Failure as Internal and External Barriers to Achievement in Women" (Frieze et al., 1977).

2. Prior to the report on attribution theory, ask each person to write reasons why they might have succeeded in the following hypothetical situations:
   a. You have just earned a master's degree.
   b. You have just found out you have all A's for this term.
3. After the report on attribution theory, ask volunteers to share their responses to the exercise. Discuss the relationship between students' responses and attribution theory.

Activity IV: The Impostor Phenomenon (Objectives 4 and 5)

1. At the class meeting prior to this lesson, distribute copies of "The Impostor Phenomenon in High-Achieving Women: Dynamics and Therapeutic Intervention" (Clance and Imes, 1978).
2. Request that each student locate and be prepared to discuss the following information in the article (these topics parallel the objectives for this lesson):
   a. How is the Impostor Phenomenon related to the socialization of women?
   b. What are the two types of family histories that foster the development of the Impostor Phenomenon?
   c. What are the four behavior patterns which maintain the Impostor Phenomenon?
   d. What strategies could be used to encourage elimination of the impostor feeling in women?

Activity V: Identifying the Impostor Phenomenon in Successful Women (Objective 4)

1. After completing Activity IV, students are to outline a strategy for conducting a thirty-minute interview with successful and high-achieving women. As a group, students should consider the following issues before they begin the field study:
   a. Determine the goals of the study.

   b. Determine the information needed.
   c. Develop an informative abstract which will adequately explain the purpose of the study.
   d. Prepare a list of questions to be asked.
   e. Come to an agreement concerning the target population, i.e., women in the professions, women pursuing graduate studies, a combination of both, etc.

2. After the brief field study has been conducted, ask for volunteers to participate in a role play. Students are to demonstrate their understanding of the Impostor Phenomenon by role playing examples that were stated by the women who were interviewed. Students may also choose the option of sharing examples from their own personal experiences.

Activity VI: Is Number One Always Best? (Objective 5)

1. After the required readings have been completed, conduct a class discussion revolving around achievement and competition as societal values. The following questions can be used to stimulate discussion:
   a. Is the development of personalities oriented toward individual achievement always socially valuable?
   b. Are achievement and competition necessarily linked?
   c. Can current definitions of achievement be broadened to reflect the diverse life choices of individuals?

WOMEN AND ACHIEVEMENT

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* Basic readings for this lesson.

APPENDIX: READINGS AND WORKSHEETS

ACTIVITY II: ACHIEVEMENT REWARD LINE EXERCISE

Materials Needed: Pen or pencil and copy of Achievement Reward Line Exercise (below)

Time: 10-15 minutes

Step 1: Distribute copy of Achievement Reward Line

Step 2: Provide the following instructions:

1. The Achievement Reward Line which I have just distributed is divided into time spans in your life.
3. For each time span, recall an achievement(s) that you felt was significant.

Step 3: Compare reward lines; female students may indicate that a first date was evaluated as a major success, or that the day braces were removed and one's smile became symmetrical was a memorable occasion. Male students are more likely to name competitive achievements, such as making the football team or academic honors.

Step 4: Discuss the following questions:

1. What effects do you feel your socialization process had on the events you identified on your achievement reward line?
2. How did members of your family, or significant peers, i.e., boyfriends, girlfriends, respond to your achievements?

* * *

Achievement Reward Line

For each time span in your life, list the events that you felt were significant achievements—the specific incidents that made you feel successful and worthwhile.

Childhood Achievements	Adolescent Achievements	Adult Achievements
1.	1.	1.
2.	2.	2.
3.	3.	3.

Unit 1
Lesson 3

THE MYTH AMERICA SYNDROME

INTRODUCTION

The Myth America Syndrome refers to the philosophy which encourages women to accept the idea that to be beautiful is the most important asset a woman can have. The adolescent female is encouraged to seek status through her appearance and her ability to attract boys; moreover, an ideal of beauty is portrayed by the media that is impossible for a woman to attain without cosmetic assistance. The perpetuation of the ideal of one standard of female beauty and its effect on female development is the focus of this lesson.

In American society, women are considered to be the beautiful sex; men may be evaluated by the society as smarter, more productive, and stronger, but women are certainly socialized to believe they are the more beautiful. From the first moment a mother unwraps the pink blanket from her infant, the words, "Oh my, isn't she pretty?" are spoken. As the female child grows, she sees models of female beauty everywhere (Stannard, 1971). Advertisers portray beautiful women in their ads in order to market products, and television and movie actresses are almost always pretty. Every year numerous beauty pageants are televised. Miss America is chosen and is held up as the American ideal of everything a young woman should aspire to be. The roles of cheerleader, beauty queen, attractive date, and supportive wife illustrate the role of the female as the beautiful adornment to male society.

In regard to physical appearance after adolescence, women are expected somehow to stop maturing. Dyeing grey hair, using cosmetics, and wearing constricting undergarments are common manifestations of the desire to avoid at all costs aging and any signs of growing older. More drastic means of regaining a youthful look include use of cosmetic surgery and hormones to put youthful form back into buttocks and breasts.

What price do females pay for participating in this myth? First of all, only a few women are able to fleetingly measure up to the image of beauty that has been perpetuated; those who do not are made to feel inadequate. The lucky few are not quite so lucky; for acceptance, they often exchange the potential for growth in other areas. Total reliance on one's appearance for social approval certainly leaves a lot of human development in other areas unfinished, and, in addition, allows the visual impression presented to others to define one's worthiness—a passive manner of acquiring self-identity.

The depression in middle-aged women noted by Bart (1971) is certainly due in part to woman's perception that she is not as young and pretty as she once was. In fact, the obligation to be beautiful is a burden that sometimes results in depression and mental disease, both for those who achieve the goal and for those who do not.

OBJECTIVES

1. **To describe the socialization of females as it relates to beauty, acceptance, and passivity.**
2. **To describe the popularized image of female beauty in the advertising media.**
3. **To understand the psychological cost of allowing the Myth America role to dominate female development.**

FACILITATOR PREPARATION

Read the entire lesson and select learning activities appropriate for your group. It is recommended that you collect several magazines, posters, etc., to represent the media image of women. If you have access to the filmstrip series, *"The Silenced Majority,"* preview the filmstrip entitled, *"This Ad Insults Women"* for use in your class. (See Suggested Media Resources.)

SUGGESTED LEARNING ACTIVITIES

Activity I: What You See Is What I Am (Objectives 1, 2 and 3)

1. Assign the three readings in the bibliography for the class to read. Discuss the three assigned readings with the class. The following questions could be entertained:
   a. In what ways has the advertising media capitalized upon the Myth America Syndrome?
   b. Why has the dichotomy "beautiful, but dumb" been a popular characterization of women by men?
   c. Do you agree with the statement that the ideal of beauty portrayed by the media is impossible for a woman to attain? Why or why not?

   d. What are the possible effects of defining one's worth based solely on the visual image one presents to other people?

2. Explore how the media perpetuates Myth America expectations in women. Show the filmstrip, *"This Ad Insults Women,"* if available.
3. Utilize the "Images of Women" exercise included with this lesson.
4. Share experiences among group members of incidents in their own socialization process that relate to the beauty standard for women in this society. Divide into small groups for this exercise.

Activity II: Female Images and Roles (Objectives 1, 2 and 3)

1. Examine 10-15 magazines for women's pictures. How are these women portrayed? What roles do these women play?
2. From a collection of 10-15 pictures of women, examine and list the adjectives appropriate to describe these women. What does this reveal?

Activity III: Altering Our Bodies: To Shave or Not to Shave (Objective 1)

1. In small groups, have class members write down on a 3 x 5 card how they feel about women who (1) do not shave their legs and (2) do not shave under their arms. Request honest, emotional reactions. Have students write their sex on the card.
2. Collect all cards.
3. Redistribute the cards to different groups.
4. Each group will then discuss reactions to the cards they have.

Activity IV: Body Imagery (Objective 3)

1. Divide the class into two groups—male and female.
2. In the female group, have each individual "think over her body." Have her list, for herself, parts of her body she likes, parts she does not like, and the reasons why. If necessary, form smaller groups for a sharing of experiences.
3. Male class members should consider their attitudes toward women's bodies and discuss this in a separate group.
4. After a fifteen-minute period for small discussion groups, the class may reconvene as a total group, and a spokesperson from each group may report on insights gained in the small group discussion.

Activity V: Cosmetic Beauty (Objectives 1, 2 and 3)

1. Divide the class into small groups of women and small groups of men for a discussion of cosmetics.
2. Pose the following questions:
    a. How do women in the groups feel when they wear cosmetics as compared to being without them?
    b. How would women feel about men's wearing cosmetics?
3. Men may discuss how they feel about women who do, or do not, wear cosmetics, and how they would feel if the image of the "handsome man" required the wearing of cosmetics.

THE MYTH AMERICA SYNDROME

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*Required readings for this lesson.

APPENDIX: READINGS AND WORKSHEETS

ACTIVITY I: IMAGES OF WOMEN EXERCISE

Materials Needed: Flexible Seating; four note cards

Time: 10-15 minutes

Step 1: Write each of the following titles on a separate note card:

1. A Woman's Libber
2. A Librarian
3. Miss Universe
4. A Nuclear Physicist

Step 2: Divide the class into four equal groups.

Step 3: Provide the following instructions:

1. I have four note cards; each one has one title that a woman might have.
2. I will give each group one card and your task will be to brainstorm with your group members for adjectives you feel would be most accurate in describing the woman who holds the title. You will have five minutes.

Step 4: When the five minutes are up, ask a representative of Group I to read the list of adjectives written by the group. The other three groups will then try to guess what title the adjectives describe. Each group should write down their guess. Take turns until all four groups have read their lists. Groups then compare guesses.

Discussion Questions

1. Why do you feel it is so easy to describe women in stereotypic terms?
2. What differences do you think would occur if the exercise was conducted with male titles?
3. What do you see as significant in the use of negative adjectives used to describe women?
4. What patterns do they seem to follow?

Unit 1
Lesson 4

MENSTRUATION AND MENOPAUSE

INTRODUCTION

Although half of the human population is female, the developmental experiences of menstruation and menopause have been largely ignored by psychologists and human development educators and researchers. Menstruation has been feared, worshipped and associated with a variety of taboos in other societies; in our own society, both menstruation and menopause have been ignored, ridiculed or treated with secrecy. Because they are an integral part of the female life experience, it is important that they not be ignored as basic variables in female development and behavior.

Menarche, the first menstruation, is the signal that the female reproductive system is prepared to send out eggs from the ovaries. From the first menstruation of puberty to the last at the onset of menopause, each cycle is formed by the gradual buildup of sex hormones, which peak and trigger the release of the egg from the ovaries. After ovulation, the hormone level tapers off, reaching its lowest point just as menstruation begins. This cycle is repeated four or five hundred times during a woman's life (Weideger, 1976). Weideger points out that it is hypothesized by one current researcher that the onset of menstruation may be triggered by attainment of a critical weight that typically occurs between the ages of eleven and thirteen.

The relationship of the menstrual cycle to behavior has been the subject of much speculation and some research. Ivey and Bardwick (1971) conclude that ovulation is associated with "underlying optimism," while the premenstrual period is characterized by an "underlying pessimism." In virtually all of their research subjects, such mood changes were characteristic. They argue that these cyclic mood changes result from changes in the levels of estrogen and progesterone. The magnitude of the changes varies substantially from one individual to another. Dalton's (1969) research indicates that during the premenstrual phase of the cycle, which she calls "paramenstruation," some negative alterations in behavior may occur. However, Parlee's (1976) critical review of research on the "premenstrual syndrome" indicates that we are in no position to make any definitive statements about the premenstrual phase.

Research conducted by Paige (1973) among Jewish women concluded that women having the most difficulty with menstruation were those who accepted the ban on intercourse during menstruation. Further, she found that women who had children, and had no substantial goal outside the home, had the most menstrual difficulty.

Menopause, in a society that worships youthfulness, is feared by many individuals because it is associated with being old. The more vigorously one values the stereotypic female role, the more devastating the loss of reproductive abilities will be. Weideger (1976) comments that fifty or sixty years ago, menopause might have been realistically associated with pain and depression, since it typically came near the end of a woman's life span. Today, however, with an average life expectancy of seventy-five years and menopause occurring at about age fifty, a woman lives at least twenty-five years following menopause.

Menopause has been operationally defined as occurring when twelve consecutive months pass without menstruation. Like menstruation, the relationship of menopause to behavior has been the focus of little solid research. McKinlay and Jefferys (1974) polled 638 women between the ages of forty-five and fifty-four and concluded that of the symptoms usually associated with menopause—including dizziness, palpitations, insomnia, depression, weight gain and hot flushes—only hot flushes appear to be directly related to menopause. Physicians report that only ten percent of menopausal women suffer incapacitating symptoms due to a drastically reduced hormone production.

Estrogen has been used as a treatment for incapacitating symptoms of menopause, and often as a routine "treatment" for normal menopause. The latter medical procedure is being questioned, especially since estrogen therapy has been associated with blood clots, hypertension, and, possibly, uterine cancer.

Thompson (1971) reported that, after menopause, many women experience a rebirth; their general health is better, and, freed from all possibilities of pregnancy, their sex lives may become more spontaneous and satisfying. The additional twenty-five years after the reproductive function is over can be a productive, creative time of self-fulfillment, as women begin defining themselves in terms of the human potential apart from their reproductive role; it is important that society learn to value their potential contributions.

OBJECTIVES

1. **To examine recent research on menstruation and menopause**
2. **To recognize the effect of cyclical changes in women's lives.**
3. **To discuss the effects of menopause and the possibilities that the post-menopausal years offer women.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. It is strongly recommended that the facilitator read *Menstruation and Menopause* by Weideger (1976). Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 1, 2 and 3)

1. Assign related readings: Introduction to this lesson; "Sex Hormones and Executive Ability" by Ramey; "Women Learn to Sing the Menstrual Blues" by Paige; and "The Premenstrual Syndrome" by Parlee.
2. Prepare a mini-lecture or conduct a class discussion which addresses the following questions:
    a. What physiological and emotional changes occur with menstruation and menopause?
    b. What is the origin of the menstrual taboo? How has it affected women?
    c. By acknowledging and accepting the female bodily function of menstruation and menopause, how can women utilize such knowledge to improve their lives?
    d. What special services/counseling should be made available to menopausal and postmenopausal women?
    e. What kind of sex education do you think should be available in the public schools?
    f. Why have menopausal women been the butt of jokes in our culture?
    g. What effect does the menstrual taboo have on the self-concept of the adolescent girl? Of the adolescent boy's attitude toward the adolescent girl?

Activity II: (Objectives 1, 2 and 3)

1. In addition to the readings and activities listed in Activity I, invite several healthy, postmenopausal women to serve as resource persons in your class.
2. Utilize the discussion questions listed in Activity I to facilitate interaction with resource persons.

Activity III: (Objectives 1, 2 and 3)

1. In addition to the readings and activities listed in Activity I, divide the class into small groups and encourage class members to explore their personal feelings about menstruation and menopause.
2. Explore with the class as a whole the political implications of one's personal experiences; for example, sex education in the schools.

MENSTRUATION AND MENOPAUSE

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Unit 1
Lesson 5

PREGNANCY AND CHILDBIRTH

INTRODUCTION

Whether to become pregnant, to experience a full-term pregnancy, and to give birth is one of the most critical decisions a woman faces in her lifetime; and the choice to become pregnant or not is faced regularly by every adult woman during her adult life, whether she ever chooses to become a mother or not. Pregnancy and childbirth are life experiences which affect a woman's life in a dramatic way; choosing to remain childless or child-free also affects women's lives in a dramatic way. This lesson focuses on the experiences of pregnancy and childbirth in American society. Birth control and pregnancy terminations are the focus of separate lessons in Unit IV on Critical Incidents in Female Development.

Reliable birth control methods and the availability of pregnancy termination have, at least for middle-class women, rendered childbirth a choice rather than an inevitability. Women have not always been aware of the magnitude of the choice being made and how this life option influences their entire life.

Pregnancy is described by Williams (1973) as a developmental life crisis for women; it requires adaptions and solutions to new problems, resulting in an escalation of stress. Women who have experienced menstrual symptoms, marital conflict and anxiety are more likely to have negative physical symptoms during pregnancy and a more painful delivery (Zukerman, 1963). In general, the first pregnancy is the most physiologically problematic in terms of concern for one's own and the baby's well-being, while later pregnancies are characterized by more generalized feelings of irritability and tension (Erickson, 1965).

Pregnancy and childbirth in this society are controlled by the medical establishment. Current medical practice often includes several questionable practices, including inducement of labor through drugs to fit the birth into the doctor's schedule, and routine episiotomies which are often unnecessary.

Many women feel that they need alternatives that are more natural and in which their bodies, not the doctor's schedule, control the birth process. Choices such as natural childbirth, midwifery, and home delivery are increasing in popularity as alternatives to the mechanized, patriachal delivery-room routine. Compared to other countries, the United States has a remarkably high infant and maternal mortality rate, indicating that more critical attention should be given to current delivery practices.

OBJECTIVES

1. **To recognize the impact of pregnancy and childbirth upon a woman's life cycle and life experiences.**
2. **To become familiar with the physiological processes of childbirth.**
3. **To become aware of alternatives to the traditional delivery practices.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings of your choice from this lesson's bibliography.

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 1, 2 and 3)

1. Assign related readings: Chapters 13, 14, 15 and 16 on "Pregnancy and Childbirth" in *Our Bodies, Ourselves*; Introduction to this lesson.
2. Prepare mini-lecture or lead class discussion covering the related readings. The following questions could be used to facilitate the exercise:
   a. How do pregnancy and childbirth affect or change a woman's life? What factors contribute to the magnitude of these changes?
   b. What are the various birth or delivery techniques available to women? What are the advantages and disadvantages of the various techniques?
   c. How is the issue of power and powerlessness related to contemporary delivery-room practices?
   d. What considerations should be made when considering an alternative to the current delivery-room birth?
   e. What specific American values are related to the high infant and maternal mortality rate in this country?

Activity II: (Objectives 1, 2 and 3)

1. After students have read one text of their choice from this lesson's bibliography, invite several resource persons to class, including women who have experienced a variety of delivery experiences, men who have been present at their child's birth, women who have made a decision to remain child-free, feminist medical practitioners, and traditional medical practitioners.
2. Use the questions listed in Activity I to facilitate a discussion with the resource persons.

PREGNANCY AND CHILDBIRTH

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Unit 1
Lesson 6

BIRTH CONTROL

INTRODUCTION

This lesson focuses on birth control alternatives, their relative advantages and disadvantages, and related personal and political issues. Birth control is obviously an issue of personal and political importance for women. An awareness of birth control alternatives and their relative advantages and disadvantages is prerequisite to responsible reproduction and women's control of their own bodies. The methods of birth control currently available and in use fall into four major categories: abstinence, sterilization, contraception (mechanical, chemical and natural), and abortion.

Abstinence: Abstinence for birth control means abstaining from heterosexual genital intercourse to avoid the risk of pregnancy. Alternative sexual activity may occur in the form of masturbation, petting to orgasm, or oral-genital stimulation. Two methods of birth control rely on partial abstinence—the rhythm method and coitus interruptus. The rhythm method of birth control requires that there be no coitus (heterosexual genital intercourse) during a woman's fertile period which occurs around ovulation. This method of birth control has not been highly reliable due to the difficulty of determining the exact time of ovulation.

Coitus interruptus can be described as a form of abstinence only in that during coitus, the male abstains from ejaculation in the vagina by withdrawing his penis before ejaculation occurs. Generally, this has been an ineffective form of birth control due to the fact that penal secretions occurring before ejaculation may also contain sperm, and even if ejaculation occurs outside the vagina, the sperm, if near enough to the vulva, may be mobile enough to reach the vagina.

Sterilization: Sterilization is a procedure, usually surgical, by which a person is rendered unable to reproduce. Women have been sterilized by radiation, by removal of the ovaries or the uterus, and most commonly by interruption of the Fallopian tubes (Williams, 1977). Over a hundred varieties of tubal sterilization are practiced (Overstreet, 1970). Reversible sterilization involves the placing of small clips on the tubes. The clips may be placed, as well as removed, on an outpatient basis.

Vasectomy is the male analogue of tubal sterilization. Two small incisions are made in the scrotum, and the sperm-carrying ducts (the vas deferens) are cut and tied.

Contraception: Contraception involves the use of substances or devices to prevent pregnancy resulting from coitus between two fertile partners. The most common types of contraceptives are oral contraceptives, intrauterine devices (IUD's) and the diaphragm. Contraceptives available without prescription include the condom, spermicidal creams, jellies, foams, and douches. These contraceptive methods are discussed in detail in *Our Bodies, Ourselves* (Boston Women's Health Book Collective, 1973).

Natural methods of contraception which do not require mechanical devices or chemical substances include the use of basal body thermometer, astrological fertility cycle, lunaception, and the earliest popularized, but least reliable, rhythm method.

Abortion: Abortion, or pregnancy termination, the fourth type of birth control, is discussed in a separate lesson.

OBJECTIVES

1. **To be able to identify the major types of birth control and the advantages and disadvantages of each type.**
2. **To be able to discuss the political implications or issues of power related to each form of birth control**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Read birth control section in *Our Bodies, Ourselves* and "A Holistic Approach to Contraception" by Merilee Kernis (included with this lesson).

Activity I: (Objectives 1 through 4)

1. After students have completed the assigned readings, divide the class into small groups. Ask students to discuss:
   a. How they learned about birth control when they were growing up.
   b. The social implications of the individual experiences of the group members.

   c. The personal experiences of class members with various types of birth control.

2. At the end of the small group discussions, ask class members to write down the most significant thing they learned in the discussion. The instructor may, in the next class meeting, choose to read some of the responses to the class.

Activity II: (Objectives 1 and 2)

1. Students should complete the assigned readings.
2. Invite a resource person(s) from an agency such as Planned Parenthood, a woman's health clinic, or the student health clinic to discuss birth control alternatives with the group. Also include a person who is opposed to birth control.
3. The following questions could be used to direct the class discussion:
   a. Why has there been little progress toward the development of a male birth control pill?
   b. What has been the social, political and economic significance of the availability of reliable birth control for women?
   c. What societal changes might enhance the possibility of a more egalitarian sharing of birth control responsibility between women and men?
4. At the end of the discussion, write the four major types of birth control on the board:
   a. Abstinence
   b. Sterilization
   c. Contraception
   d. Abortion

   Ask the students to list the options available under each type. (Abortion may be included with this lesson or treated in a separate lesson. See Lesson 24.)
5. Utilizing the list compiled, ask students to discuss the advantages and disadvantages of each type.
6. Ask students to discuss the political implications or power issues related to each form of birth control.

BIRTH CONTROL

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APPENDIX: READINGS AND WORKSHEETS

ACTIVITY 1: A HOLISTIC APPROACH TO CONTRACEPTION*

Merilee Kernis

Many people in America are unaware that there are ways to control conception which have nothing to do with mechanical devices or chemical substances. These are the natural methods. Almost everybody has heard about one of them—the rhythm method—for it was the earliest popularized natural method. Unfortunately, this method works only if you have a regular and normal monthly cycle, one lasting 28 to 30 days. Such is not the case for most women and, as a result, there have been many miscalculations and many surprise pregnancies, so that when the subject of natural birth control comes up, it is often greeted with misunderstanding and suspicion.

Sometimes I will hear people saying, "It doesn't sound like it could work," or "It is too difficult for me." What they are often really saying is, "Can I trust my own self? Can I really take responsibility for my own fertile cycle? Can I believe that within my own biological makeup there are signs that will indicate the onset and end of my fertile cycle, and the beginning of my infertile one? Can all this be true?" It seems that women are questioning their self-confidence and self-responsiblity.

This is not at all surprising. Because of our mechanized lifestyles our sensitivities have been dulled. Our senses of smell, taste, touch, sight, hearing and the psychic dimension have all become minimized by the roar of the city and the externalization of our lives. When we read anthropological studies of tribal people who demonstrate outstanding acuity in hearing or smelling over great distances, we are surprised that the human ability is so vast. Then we begin to realize the limitations we have placed upon ourselves.

These same tribal peoples have been using natural methods of birth control for years. These ways are safe, reliable and are found naturally within their own environment. For example, in India, there is a culture of people who chew dry carrot seeds to prevent pregnancy. Their neighbors, the Tibetans, have for years used an herbal formula which, taken for only seven consecutive days, gives a year's protection from unwanted pregnancy. It is made from the ovaries of a female yak. Tibetan physicians claim that its reliability and effectiveness are high. The Chinese also have an herbal formula made from a combination of several herbs, called She-Link Number 9. The major ingredient is from the Chi Je Date tree. Drs. C.C. Chan and C.Y. Yen tested this method on over one million women in three countries, and reported a 99.8% to 99.9% safety for six months, after which time a second dosage would be taken.

More amazing reports on natural birth control methods come from anthropologists who have researched the cultural life of villagers in central India and the South Sea islands. Such researchers as Malinowski (Trobriand Islanders) and Gordon Troeller and Claude Deffarge (Murias) reveal a seemingly fantastic ability among the unmarried who use mind control as a contraceptive. What a wonderful, sensitive approach to the process of natural family planning and birth control. Without doubt, the value of such a method is that there are no harmful side effects, not only to the physical body but to the emotional and mental states as well. Beyond us? Not really. It's within our reach if we begin today.

However, looking at our own cultural system, we see a technology which has produced sophisticated, computerized instruments, spaceships that travel to the stars, cars, airplanes, push-button mechanization that makes "it" all happen faster, and a country of people who are pill poppers. It is not at all surprising that similarly the "quick and easy" consumer attitude would be the basis of the birth control products developed by this same culture. The mass media message being sent out about birth control is "low personal involvement with the methods and a high degree of guilt."

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For the last two decades, birth control devices have reflected the social and political climate surrounding their invention: imbalance, obstruction, and obsession with eradication. Very nearly all the devices developed blend into these categories. The imbalancers are birth control pills. The obstructors are the IUDs, diaphragms, and condoms. The eradicators are foams, creams, jellies and the sterilization operations.

Over the years, these techniques have all been tried by most women, with some periods of protection and some periods of failure—but none without any side effects. No wonder there are so many angry and disillusioned women and so many concerned men. Our health and well-being are among the most precious jewels of human life. Do we want to suffocate ourselves? Sad to say, this is what we are doing when we accept and believe such insensitive, inaccurate statements from physicians and scientists as "pregnancy is more dangerous to our health than birth control pills."

These pills outweigh their competition to the degree of shocks they give to the female system. Medically, these effects are divided into three groups according to their severity. First, the milder or the "nuisance" effects. They are problems such as bothersome vaginal itching, breakthrough bleeding, fluid retention, estrogen deficiency, and progesterone excess. Secondly, the more dangerous difficulties are the "metabolic effects" which result in a change in amount and kind of cortisol produced by adrenal glands, and increased potential for blood clotting and gallstones, possibly elevated blood pressure, and a difference in the way the body uses certain proteins. Lastly, the "serious complications" are rising risk of fatal thromboembolism or blood clotting, breast diseases, and death. Women who are taking the pill should not view these contraindications lightly. But what has popularized birth control pills is their high protection rate, 96%.

The intrauterine device (IUD) is another popular contraceptive device. Common complaints experienced by its users are extreme cramping and heavy bleeding during menstruation. The severe complications are pelvic inflammatory disease (PID) and unrecognized tubal or ovarian pregnancy, which can lead to serious difficulties, sometimes even death. This device is quite in demand because once implanted, the responsibility for birth control has ceased, except for an occasional check-up to see if the device is still in place. Moreover, its reliability is approximately 95%. However, some studies indicate that at the end of one year, 25% of the women using IUDs have them removed, for a variety of reasons, and that by the end of two years, only 50% of the women users are still using them.

The rather more awkward diaphragm is rising in acceptance as women and men are becoming more concerned about the harmful effects of the two previous techniques. An allergic reaction to the rubber disc bothers some users, though these women can switch to the plastic kind. But many others develop an itch, irritation or a burning sensation in reaction to spermicides used along with the diaphragm.

The safety of spermicides over a long-term period is really questionable. If the spermicide has the power to kill sperm, then its ingredients must be harsh and possibly toxic to the delicate membraneous environment of the vaginal canal. Often women ask if the diaphragm can be used alone, as a mechanical barrier. Originally this was its intent, although currently this method is not promoted, possibly due to the economics of drug company profits from the sale of spermicides. Even so, some women who are strongly opposed to the death trip of the sperm use the diaphragm as a contraceptive all by itself. With the gooey additives, this device has a range in reliability from 85% to 94% depending on the study.

The remaining protectors are the condom and foams, creams and jellies used by themselves. Condoms are completely free from chemical or mechanical effects that would upset a woman's delicate balance, and as a barrier their effectiveness falls at about 90%. Jellies, foams, and creams alone have a dependability rate of about 65%.

Finally, of course, there is always abstinence or sterilization—the former being 100% effective and the latter having a few failures and complications despite its seeming permanence.

The point is, all these devices are only primitive jabbings in the dark—techniques for doing something to interrupt the delicate balance of the human body.

While these various birth control techniques were being researched and energetically marketed in the United States, other more gentle methods were being developed abroad by scientists more interested in sensitivity to rather than manipulation of natural rhythms and cycles.

These men and women found that certain, very subtle cycles are part of the natural rhythms of the universe—an enormous cosmic clockwork. What are these rhythms? They are called circadian rhythms or cosmic clocks. They are vibratory forces of electromagnetic energy emitted by the sun, moon and other heavenly bodies in the universe. They influence daily shifts of light to dark, and cause seasonal changes which direct the eating, sleeping, mating, health and survival patterns of fish, insects, plants, animals and humanity.

On a scientific level, marine researchers have uncovered specific correlations between breeding cycles and phases of the moon. Further study by Soviet and Japanese scientists independently have revealed that our bodies are extremely sensitive to the electromagnetic forces in the universe. Careful observation of the sun during an intense activity like sunspots and sun explosions shows a simultaneous decrease in the number of white blood cells—an infection-fighting system—and subsequently an increase in disease. Farmers have long been aware that vegetation, too, responds to the energy patterns. They have planted, cultivated and harvested their fields only on particular days corresponding to certain phases of the moon.

Recently there has been a resurgence in interest in the clockwork rhythm of a woman's monthly cycle. Historically, village women discovered that their cycles synchronized with particular moon phases. For some women this fact is still true. Women who sleep outdoors report that the onset of menses has developed synchronicity with one of the aspects of the moon, and the moment of ovulation with the other. The most common relationship is ovulation occurring at the full moon and menses at the new moon.

In order that we may understand these innate rhythms again, we must pay close attention to successfully recognize the unfolding patterns. If we try to control, or manipulate, or change our cyclic reality in order to fit our desensitized ideals, we will not perceive the harmony of these natural rhythms.

In increasing our sensitivity, we begin to view patterns that recur in the physical as well as the emotional and mental bodies. For example, we take daily samples of the mucous secretion from the cervix, examine this discharge, and record its variations. We may also discover that our physical body produces sounds and internal movements. Some women experience a twinge or cramping in the groin, around ovulation. Some women say that five days before menses is to commence, there is cramping or other signs, such as breast swelling, bloating, sudden and intense mood changes, periods of depression or heightened creativity which attract their attention. During other parts of the monthly cycle, even more subtle but recognizable indications occur. With proper attentiveness in keeping a daily journal or chart of these emotional, physical and mental states, each woman can alert herself to the beginning and ending of each fertile time.

In recording this information, you need to be specific, if not graphic, in your descriptions. Put down the current date, the day of the monthly cycle, and make entries under three headings—physical, emotional and mental. Under each category, list the appropriate characteristics. A sample entry might read:

Physical: Strong, tired, sick, pain (location), clear, shaky.

Emotional: Good or poor self-image, elation, grief, calmness, loneliness, tenseness, confident, secure.

Mental: Positive thinking, like "I like myself today; It's a beautiful day; I enjoyed . . .", or Negative thinking: "I hate . . . ; He's so stupid; I would like to punch him. It never works out . . ."

Below is a model of how you may construct your chart, but you will need to do yours much larger. Allow enough space for the natural methods as well.

DAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Date														
Astro														
Ovulation														
Temp														
Physical														
Emot														
Mental														
Sex														

Natural birth control involves the man as well as the woman. With these processes, both can share with equal responsibility in complete familiarity with the techniques. Thus, the natural methods relieve the woman of traditionally bearing all responsibility and allow her to enjoy sexual intimacy without reservation. It encourages the man to become more variable, active and concerned about the relationship and invites alternative possibilities for more imaginative lovemaking than genital coitus.

There are six natural methods of birth control and fifteen combinations. The choices are: (1) Ovulation Method, (2) Rhythm Method, (3) Basal Body Thermometer/Temperature Method, (4) Astrological Fertility Cycle, (5) Lunaception, (6) Psychic or Mental Control. Each woman chooses one or more of the techniques depending upon the regularity or irregularity of her own cycle. Most women use some of them in combination. The type of combination would depend upon a woman's awareness of herself.

1. OVULATION (Mucous) METHOD: By daily checking your vaginal mucous secretions, you learn which days are safe and which are unsafe for lovemaking. This method, developed by Drs. John and Evelyn Billings—a husband and wife physician team from Australia—is a biological sampling technique to determine when ovulation and fertility occur by daily observation of cervical mucus. The color, texture and consistency of the mucus changes allow each woman to identify fertile from infertile mucus. This is because mucus appears in patterns and varies according to the particular day of your monthly cycle. The fertile mucus may be cottage-cheese-curd-like, clear and slippery, clear and stretchable, or creamy white and translucent. Infertile mucus may appear sticky, dense, yellow, opaque and tacky.

The first step in using this method successfully is to become familiar with your mucous secretions. In checking the discharges, one of the four following methods can be used, with the last two being the most accurate:

(a) Twice a day, observe the amount of mucous discharge by wiping oneself with a toilet tissue, spreading the labia.

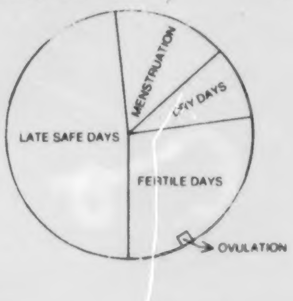
(b) Twice a day, observe the amount of mucous discharge by wiping oneself with one's fingers.

(c) Twice a day, insert two fingers (the index and middle) into the vagina and run the fingers along the cervix to obtain mucous secretions.

(d) Twice a day, check the flow of mucous by opening the vaginal area with a speculum and, with a mirror used as a reflector and a flashlight, observe the mucus around the os, or mouth, of the cervix.

The next step is to identify fertile and infertile mucus. Ovulation will be signaled by the appearance of spinnbarkeit or mucus resembling raw egg white, with a stretching quality. The fertile period will be approximately ten to twelve days. If your cycle is less than 26 days, there may be no dry period after menstruation.

The fertile period may begin on the last days of the menstrual cycle. If your cycle is more than 32 days, observe the dry days carefully. During the dry days, any mucus which resembles fertile mucus means you must abstain from sexual relations. If after three days there are no further indications of the fertile symptoms, you may be assured that this day is safe.



Remember, however, that both semen and internal pelvic infections will mask cervical mucus, throwing your calculations off. But with careful use, most women can use this technique with 99% reliability. (For more on this method of birth control, see "Beating the Birth Control Blues," by Betty Parker in *Country Women*, Issue 14, "Foremothers".)

2. RHYTHM METHOD: This is the oldest and best-known of the natural methods used in recent times. Individually, two scientists, Knaus and Ogino, researched and developed two methods of biological birth control. The two approaches have a 15% to 30% accuracy.

The first Rhythm Cycle determines your fertile period by first recording the length of each monthly cycle for a year. Then from the number of days in the shortest monthly cycle, you subtract 18. Next, note the number of days in the longest monthly cycle and subtract 11 from this. These figures give the first and last days respectively of your fertile cycle every month. An example: the number of days in each monthly cycle may be 24, 28, 25, 29, 30, 27, 29, 26, 31, 29, 30, 32. The shortest month is 24 days; subtract 18 from 24 to equal 6. The longest month is 32; subtract 11 from 32 to equal 21. Your Rhythm Fertility Cycle then would begin the following year on the 6th day of every month. This cycle is determined on the basis of your past patterns, *which may or may not be the same for the current year.*

The second Rhythm Cycle is a 13-day cycle. The cycle is determined each month by noting the date and time of the beginning of the menstrual flow or bleeding. Now count forward 14 full, 24-hour days. The 14th day is supposedly ovulation. Six days on either side of this 14th day are also considered fertile.

3. ASTROLOGICAL FERTILITY CYCLE: An astrological means to predict monthly fertility. This system was developed by a Czecholslovakian gynecolgoist, Dr. Eugen Jonas. Each woman's cycle is predicated upon the angle of the sun and the moon at her time of birth, date of birth, and place of birth. This natal angle, with a minor adjustment, repeats itself approximately thirteen times a year. The actual fertility cycle is a 96-hour period beginning on a specific date at a specific hour and ending four full days later.

The Astrological Fertility Cycle has 85% reliability, and coupled with the rhythm method, its reliability will rise to at least 98%. From the information of a woman's time, date and place of birth, her natal angle calculation is 34.5 degrees and her working angle calculation is 41 degrees. This angle then is applied to the sun-moon angles chart for 1977 for the month of May and shows that this woman's Astrological Fertility Cycle is:

5/17	5/18	5/19	5/20	5/21
AFC Begins 12 P.M. Noon				AFC Ends 12 P.M. Noon

4. BASAL BODY THERMOMETER: A woman's temperature fluctuates between her estrogen and progesterone (hormonal) cycles. During ovulation, her temperature will drop as much as half a degree and sharply rise up to one degree shortly afterwards, or else it will rise in a stair-step way. The temperature will usually remain high until the menses, at which time it will fall slightly. Then, just before or during ovulation, it wil suddenly drop again. But occasionally it is difficult to tell what the rise is.

What you must do is look at the six days preceeding the beginning of the rise. Circle that day on your calendar. Then look for three consecutive temperatures after the rise that are three-tenths of a degree higher than the day just circled. The fourth day after that will be safe.

In using this technique, *always take the temperature immediately upon wakening.* Do not smoke, do not drink or eat anything. Do not even shake the thermometer down. Take your temperature vaginally, rectally and orally. Allow the thermometer to remain in place for at least five minutes, then take a reading. Do not run it under hot water. Instead use a tissue to wipe it off. This temperature method is best as an indicator of when ovulation has happened and as a guide to the beginning of the infertile days.

5. LUNACEPTION: This creative process, developed by Louise Lacey, is a well-

thought-out system for enhancing self-consciousness by allowing women to view themselves as a functioning whole and encouraging them to take responsibility for themselves, their lives and cycles. The method integrates awareness of a woman's daily life pattern with an understanding of how this pattern relates to her fertile and infertile cycles. The daily patterns observed are emotional, physical, mental, temperature, and cervical mucus. These are recorded by graphing them. The objective is to reveal a sequential, recurring pattern that is indicative to each woman of her own fertile and infertile cycles. An example is a woman who becomes aware of powerful and creative feelings three days before she ovulates each month. This may be a sign that signals the beginning of the first fertile day every month for her.

Using the Lunaception techniques, a woman abstains for five days every cycle—three days before ovulation and two days afterwards. (Ovulation takes only a few minutes, as the ovum is released from the follicle and enters the fallopian tube.) This method encourages the regulation of the monthly cycle. By sleeping in a light environment (with a 15 to 25 watt white light bulb) on the 14th, 15th, and 16th nights of her monthly cycle, and in total darkness (with no stray light) on the remaining nights, each woman can regulate her cycle so that she will consistently ovulate on the 14th, 15th, and 16th day of each month. By using the light to stimulate ovulation, she can determine her fertile and infertile peirods.

6. PSYCHIC OR MENTAL CONTROL: The word psychic may ring with mystical connotations to our ears. For being psychic to most of us is a special gift. To others, it's a form of entertainment or quackery. But, with practice, we can all learn to develop these abilities. What application does psychic ability have to natural birth control? In using psychic means, we discover that we can voluntarily control our internal states through the use of our mind. No trick. The principle is that we have control over our bodily processes rather than our bodily processes controlling us.

Psychic or mental control is an excellent approach to develop increased self-awareness of the psychophysical and spiritual patterns that operate within each woman. By becoming more in touch with these functions, she can see how emotions and thoughts voluntarily control the bodily processes. A sample of the techniques to use in quest of these abilities might be breath control, meditation and yoga.

In order to use the natural birth control techniques just outlined, it is essential to know exactly how often fertility occurs, but this is a question arousing heated debate today.

The traditional concept is that ovulation occurs once a month. This is a biological process, involving a physical preparation of the tissues and organs of our bodies for pregnancy, with accompanying hormonal secretions. Drs. John and Evelyn Billings support this belief in the practice of the Ovulation Method. Even though there have been women who became pregnant outside their regular physical fertile time (1%), Dr. Billings claims that she is unaware of another fertile cycle in the month.

But other studies have shown that a woman *may* ovulate more than once a month. Masters and Johnson have proposed that intercourse may sometimes trigger ovulation. In researching and developing the Cosmic Fertility Cycle, Dr. Eugen Jonas proposed that a woman may ovulate at least twice a month—once at the biological time and once at the time in which her natal sun-moon angle reappears. Therefore, she may conceive outside her biological time.

Because natural birth control is an underfunded new frontier of the biological sciences, and because much research remains to be done before these techniques are totally reliable, it is important that women using them seek guidance.

To determine which methods are most suitable for you, it is suggested that you work with a natural birth control practitioner. It is important that each woman receives thorough instructions and periodically her progress must be checked and evaluated by a qualified teacher/trainer to be certain that she clearly understands the procedures and has no difficulty using them. The outline of these methods presented in this article is only that—an outline of basic procedures used in each system. For practical usage and more thorough information about these methods, I recommend that you work with a qualified natural birth control or family planning practitioner. She/he will be able to instruct you in choosing methods for your particular regular or irregular cycle, will be able to help you regulate your cycle, will guide your application, and will help you with questions and difficulties.

Good luck—and, remember, love and relaxation are essential.

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Unit 1
Lesson 7

FEMALE SEXUALITY

INTRODUCTION

Current research in the area of human sexuality has dramatically changed traditional tenets concerning female sexual functioning. Views of female sexuality held by early theorists (most notably by Freud) and often maintained by contemporary theorists, have been challenged by contemporary researchers such as Masters and Johnson (1966) and Sherfey (1972). This lesson focuses on the nature of the female sexual response and the varieties of expression of sexual preference in females.

The Female Sexual Response

Freud's contention that the vaginal orgasm represented a mature acceptance of one's sexual role as a woman and that the clitoral orgasm should be dismissed as adolescent and immature has been proved to be in error by Masters' and Johnson's research (1966). The latter researchers conclude that there is only one source of orgasm, and regardless of how it is achieved, by intercourse, masturbation, or even psychologically, it is primarily clitoral in nature. The clitoris is the main organ of sexual responsiveness in the female and is equipped with erectile tissue and special nerve endings called genital corpuscles. The sole function of the clitoris is the giving of sexual pleasure; no other organ of the human body is solely related to this function. Without exception, the Masters-Johnson data shows that all orgasms, no matter what kind of stimulation produces them, result in almost identical bodily changes for all women—vaginal contractions, increase in body temperature, increase in pulse and respiration rate, and so forth. Though it is produced through the clitoris, the orgasm occurs as well in the vagina, the anus, the heart, the lungs, the skin, and the head. Accurate knowledge of the nature of the female orgasm has had great impact in lessening the incidence of "female frigidity," i.e., of nonorgasmic women, partly due to the fact that in the traditional heterosexual intercourse positions, clitoral stimulation has usually been minimal.

Dr. Mary Jane Sherfey's research (1972) has also exerted a liberating force on female sexuality. In discussing what has now become labeled the "Sherfey Syndrome," Sherfey points to the multi-orgasmic capacity of sexual responsiveness in women. Sherfey's main research finding is that women in the orgasmic phase of sexual arousal, after reaching one orgasm, are even more excitable and responsive to successive orgasms, with the orgasmic responsiveness continuing indefinitely to physical exhaustion.

The research by Masters and Johnson and Sherfey provides women with a positive sexual identity and a validation of the female human sexual response. A woman who has not achieved the level of sexual responsiveness she desires is encouraged to experiment and to realize that being pre-orgasmic is largely the result of lack of proper stimulation and not any lack of capacity (Barbach, 1975).

Sexual Preference

Female expressions of sexuality take a variety of forms. Childs, Sachoff and Stocker in *Our Bodies, Ourselves* (1973) discuss four major types of interaction in which a "self-affirmed" woman may define herself. In each of the four types, she acts in a partnership of equals; she may be both aggressive and constructive, active and passive, nurturing and receptive, playful and productive. The four interaction types are (1) celibacy, (2) lesbianism, (3) heterosexuality, and (4) bisexuality.

The celibate woman has made a conscious decision to refrain from sexual interaction with others, preferring to utilize her energy in other ways. She may achieve sexual satisfaction through masturbation, described by one writer as "lovemaking with someone you trust best" (Morgan, 1977). The length of celibacy may vary from months to years depending upon the woman's choice. Women have reported that periods of celibacy provide a time for reflection and re-examination of goals and priorities.

Lesbianism, a term used to refer to female homosexuality, is the sexual preference for individuals of the same sex. The "woman-identified woman" selects another woman with whom to share her personal and sexual feelings. In 1973, the American Psychiatric Association removed homosexuality from its status as a mental disorder, thereby recognizing it as a legitimate expression of sexual preference. A recent study of twenty-six members of the Daughters of Bilitis, a lesbian organization, found no significant differences in psychological functioning between lesbians and heterosexuals (Rosen, 1974). The Gay Liberation Movement, an organization composed of lesbians and male homosexuals and supporters, has become increasingly vocal toward its basic goal of freeing its constituents from social, legal, and economic sanctions against them.

In a healthy heterosexual relationship, the heterosexual woman is committed to building a relationship with a man based on the assumption of her equality, eliminating the possibility of an inferior status insofar as possible within current institutional restraints. Bem (1975) describes the heterosexual egalitarian relationship as one that encourages a "best friend" orientation, allowing both the woman and the man to step out of stereotypic social roles. She predicts that this type of female/male interaction will be commonplace rather than radical in the near future.

The bisexual woman chooses to relate sexually to both women and men.

OBJECTIVES

1. **To be able to report current human sexuality research which dispels myths about female sexuality.**
2. **To be able to explain (a) the nature of the female orgasm and (b) the "Sherfey Syndrome."**
3. **To be aware of implications for women of new research findings in the area of female sexuality.**
4. **To be aware of the various personal and sexual relationships in which women are involved.**
5. **To explore one's own feelings regarding female sexuality and sexual preferences.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: Female Sexuality (Objectives 1, 2, 3 and 4)

1. Assign the reading of "The Myth of the Vaginal Orgasm" by Anne Koedt; "Women's Sexuality: A Feminist View" by Childs et al.; and "A Theory on Female Sexuality" by M.J. Sherfey. (All appear in Cox, *Female Psychology: The Emerging Self.*)
2. Conduct a class discussion of female sexuality using the following questions to facilitate discussion:
   a. In what ways does Masters' and Johnson's research challenge Freud's theories of female sexuality?
   b. What is the basis for Sherfey's contention that women are biologically sexually insatiable?

c. What are the possible implications for women's sexual relationships as women become aware of the vaginal orgasm myth?

d. How does the recent research evidence shed new light on female "frigidity"?

e. What is the rationale for using the term "pre-orgasmic" to replace "non-orgasmic" in the literature on female sexuality?

f. Why should it be necessary to "validate" the female human sexual response by research?

g. Why did psychoanalytic theory label "clitoral orgasm" as immature?

h. It appears that much of female "sexual inadequacy" is based on ignorance. Why is ignorance of the female sexual response so widespread?

Activity II: Sexual Preference (Objective 4)

1. Assign reading Boston Women's Health Book Collective, Chapter 4, "Living with Ourselves and Others: Our Sexual Relations," and Chapter 5, "In America They Call Us Dykes," in *Our Bodies, Ourselves;* and Childs et al., "Women's Sexuality: A Feminist View" in Cox, *Female Psychology.*

2. Conduct a class discussion on sexual preference. List on the board the four sexual relationship alternatives discussed in the Childs article. Guest speakers or resource persons representing each relationship alternative could be invited to the class to speak on her/their lifestyle(s) and sexual relationship(s). A suggested technique for stimulating discussion on feelings regarding sexual preferences is to ask group members to write their personal and honest feelings about (a) celibacy, (b) lesbianism, (c) heterosexuality, and (d) bisexuality on four note cards. Collect all of the cards and redistribute them for small group discussion. After a period of time spent in small group discussion, the large group could reconvene, and a spokesperson for each group may report on insights gained in the small group discussion.

3. Individual class members could be asked to report on selected readings from the bibliography which deal with sexual preference such as: Simpson's *From the Closet to the Courts*, Abbot and Love's *Sappho Was a Right-On Woman*, Martin and Lyon's *Lesbian/Woman*, or other books relating to sexual preference.

Activity III: (Objective 5)

1. Assign readings listed in Activity I and II. Good supplementary readings are: Barbach's *For Yourself*, or Hite's *The Hite Report*.
2. Utilize Vocabulary Brainstorming Exercise and Your Own Journey Through Sexuality Exercise (included with this lesson) to explore individual attitudes toward sexuality.

FEMALE SEXUALITY

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Unit I
Lesson 8

THEORIES OF WOMEN'S CAREER DEVELOPMENT

INTRODUCTION

The life styles and career patterns of American women today are extremely varied and diverse. Sheehy (1976) has pointed out that the life patterns of adults have resulted from the priorities and goals established in their earlier stages of development. The goal of this lesson is to examine and critique the theories which attempt to explain women's career development and to examine the dominant life patterns of American women.

The contributions of a small number of career theorists provide us with a base for exploring the career patterns of women. The theories proposed are broad and general; however, they provide the only framework currently available in the literature for exploring the career development of women. The limitations of these theories have been discussed in various studies, and an abundance of research has been generated which challenges many of their basic assumptions.

The major criticisms of available theories are twofold: First, theories on women's career development have centered around the homemaker role, even though the role is not central to the lives of many women. Second, previous theories have not considered the uniqueness of individual interests and vocational pursuits of women in our society.

The work of the career theorists has shown that the career development patterns of women have traditionally differed greatly from the career patterns of men. More important, however, researchers have come to realize that the career development patterns of women differ greatly from each other.

OBJECTIVES

1. **To examine the major career development theories which have relevance for an analysis of women's career development.**
2. **To analyze current theories of women's career development on the basis of sex-role assumptions and degree of sex-fairness.**
3. **To be able to identify women's life patterns as proposed by Sheehy (1976).**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 1, 2 and 3)

1. Assign related readings: "Summary of Career Development Theories Relevant to Women's Lives," included with this lesson, and "A Career Development Curriculum Framework to Promote Female Growth" by L.S. Hansen (1974).
2. Ask students to compare and contrast the patterns suggested by the various theorists and to analyze the sex-role assumptions (or lack thereof) underlying the various theories.
3. What are the major differences between the life patterns suggested by Sheehy and career patterns suggested by the other theorists?

Activity II: (Objectives 1 and 2)

1. Assign the readings listed in Activity I.
2. Ask students to review carefully Buehler's schema of life stages.
3. Ask students to complete the worksheet, "Buehler's Psychological Life Stages Exercise," included with this lesson.
4. Facilitate a group discussion of responses to the exercise. The following questions could be utilized.
    a. Do the psychological life stages proposed by Buehler appear to parallel the life development of both males and females in our society? Defend your answer:
    b. What are the life tasks associated with each stage in Buehler's framework?
5. What are some of the activities associated with each of Buehler's stages that might be different for males and females given the sex-role stereotyping in our society?
6. Do all women have personal skills, abilities, and interests which will insure that the homemaker role, including childbearing and household responsibilities, will be uniformly appropriate?

7. What are the factors which have made it difficult to construct a theory on women's career patterns which would be appropriate for all women?
8. Buehler's life stages began with the Growth Stage and ended with the Decline Stage. The other theories and proposals which have been proposed for the career development of women focus on the patterns of a woman's life starting with young adulthood. Career development is defined as the "total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual" (National Vocational Guidance Association, 1973, p. 8). With this definition in mind, can we say that we truly have a theory of women's career development or do we have theories of career patterns for women? Why or why not?

Activity III: (Objectives 1 and 2)

1. Ask students to propose a theory of women's career development. Consider the following issues when constructing the theory:
    a. The effect of the traditional socialization process
    b. The effect of the female career process
    c. The effect of the current transitional period of the changing status of women
    d. The impact of the assignment of the homemaker role to women
    e. The effect of the behavioral phenomenon unique to women
    f. The needs of special groups of women
2. Ask students to outline a proposal for a sex-fair career development center for women. Consider the following components of such a center:
    a. Sex-fair materials: books, films, filmstrips, etc.
    b. Sex-fair career interest inventories that deal with the cultural set of the client, the cultural set of the counselor, the bias contained in the inventory (Verheyden-Hilliard, 1974)
    c. Sex-fair skill building programs to include career decision making and assertiveness training

THEORIES OF WOMEN'S CAREER DEVELOPMENT

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APPENDIX: READINGS AND WORKSHEETS

ACTIVITY I: SUMMARY OF CAREER DEVELOPMENT THEORIES RELEVANT TO WOMEN'S LIVES

Charlotte Buehler

Charlotte Buehler (1933) proposed five psychological life stages which integrate the major events in a person's life. These stages were determined by certain events which occurred in a predictable and sequential manner over a person's life space.

Super (1976) summarized the life stages proposed by Buehler with the approximate age levels associated with each stage:

Growth Stage:	Conception to fourteen years
Exploratory Stage:	Fifteen to twenty-five Activities of the exploration stage focus on developing a self-identity, relating to the notion of becoming an adult, selecting an occupational role, and choosing a spouse.
Establishment Stage:	Twenty-five to forty-five In the establishment stage individuals become involved in pursuing adult activities related to home, family, community and occupation.
Maintenance Stage:	Ends at age sixty-five The maintenance stage is characterized by a continuation of home, family, community, and occupational responsibilities in a stable manner.
Decline Stage:	Beginning at age sixty-five The processes of the decline stage include restricting the levels of responsibilities which have been characteristic of the previous stage. Decreased energy contributes to the need for less activity.

Buehler viewed as generalities the age ranges which she identified with each stage. She recognized that individuals may vary greatly in the age levels determined for each stage. For example, Artemsia Gentileschi was an established artist at the age of 22; she was 17 when she painted her celebrated "Susan and the Elders." Malvina Reynolds, a contemporary folk singer, remained active in her life's work of social critic, songwriter, lecturer and performer at the age of 78.

The stages outlined by Buehler were stated without sex bias; the experiences of growth, exploration, establishment, maintenance, and decline were not identified as male-oriented or female-oriented. Therefore, career patterns for both men and women could be analyzed utilizing Buehler's schema.

Donald Super

Donald Super's sequence of vocational life stages was derived from Buehler's five basic stages. It is important to note, however, that as Super's approach to vocational development evolved, the application of his theory was oriented more toward male experiences than female experiences. Super's famous Career Pattern Study focused on the developmental experiences of high school boys; high school girls were not included in the sample. Super has, however, developed a career pattern framework which he perceives as encompassing the career needs of all females.

Super (1957) describes seven career patterns pursued by adult women. His schema was the first major attempt by a career theorist to categorize the career and life experiences of females. Super's analysis accepts sex-role stereotypes as a given and concludes that since sex roles are determined by societal influences and biological influences, the career patterns of women evolve around the role of homemaker. Further, he identifies the homemaker role as the critical factor in women's career development. He states that "women's role as childbearer makes her the *keystone of the home*, and, therefore, gives homemaking a central place in her career."

1. *The stable homemaking career pattern*. According to Super's schema, women in this category marry during or immediately after their educational training. These women have had no significant experience in working outside of the home.

2. *The conventional career pattern.* Women who have conventional work patterns are gainfully employed for a short period of time before becoming full-time homemakers. The kinds of jobs these women would be employed in would require minimal training beyond high school education or a college education. The types of occupations characteristic of this career pattern include clerical work, teaching, nursing, and occupational therapy.

3. *The stable working career pattern.* This career pattern is pursued by women who complete their educational training and then begin a career which becomes the life's work. The stable working career pattern is not perceived as a "preliminary to marriage"; the woman is motivated to pursue this career based on her interest and dedication to the field and marriage may or may not be an option she will pursue.

4. *The double-track career pattern.* Women who have double-track career patterns pursue careers while they are simultaneously involved in the homemaker role. This career pattern is very demanding and difficult because traditionally it has been assumed that the child rearing and homemaking responsibilities belong solely to the wife, regardless of her other responsibilities. In the final analysis, "the married working woman has two jobs, one with and one without pay" (Super, 1957, p. 78).

5. *The interrupted career pattern.* The interrupted career pattern is characterized by a sequence of working for a period of time, homemaking for a period of time, then returning to work. Returning to gainful employment may result because of financial needs, emotional needs (children leave home), or career development needs. The kind of work the woman re-enters may or may not be identical to the kind she left years earlier.

6. *The unstable career pattern.* The sequence of this career pattern is similar to the uninterrupted career pattern with the exception that ultimately the woman returns to full-time homemaking. This situation usually results from an intermittent need in the family for increased income.

7. ***The multiple trail career pattern.*** As in the case of men, this career pattern results from pursuing a succession of unrelated jobs without achieving a level of permanence in any. Super states that this career pattern "results in the individual's having no genuine work life" (Super, 1957, p. 78).

Donald Zytowski

The distinctive career experiences of females, as described by Zytowski (1969), focus on nine postulates of career choice. These postulates support his perceptions of the developmental stages of women's vocational patterns.

Postulate I: The model life role for women is described as that of the homemaker.

Postulate II: The nature of the woman's role is not static: it will ultimately bear no distinction from that of men.

Postulate III: The life role of women is orderly and developmental and may be divided into sequences according to the pre-eminent task in each.

Postulate IV: Vocational and homemaker participation are largely mutually exclusive. Vocational participation constitutes departure from the homemaker role.

Postulate V: Three aspects of vocational participation are sufficient to distinguish patterns of vocational participation: age or ages of entry; span of participation; and degree of participation.

Postulate VI: The degree of vocational participation represented by a given occupation is defined as the proportion of men to the total workers employed in the performance of that job.

Postulate VII: Women's vocational patterns may be distinguished in terms of three levels, derived from the combination of entry age(s), span, and degree of participation, forming an ordinal scale.

Postulate VIII: Women's preference for a pattern of vocational participation is an internal event and is accounted for by motivational factors.

Postulate IX: The pattern of vocational participation is determined jointly by preference (representing motivation) and by external, situational, environmental, and internal (such as ability) factors (Zytowski, 1969, pp. 661-664).

Zytowski's Developmental Stages: Stages in the Life Role of Women

	0
Pre-school	. . . 6
School	. . . 20
Young wife	. . . 22
Childbearing	. . . 26
Pre-school children	. . . 32
Children in school	. . . 42
Children marry	. . . 47
Empty nest	. . . 61
Widowhood	

From young adulthood throughout adult life, the life stages proposed by Zytowski ignore the diversity in women's life styles and life patterns and focus on the contributions of women in relationship to another person within the family unit. Zytowski embraces the traditional viewpoint based on women's behavioral characteristics of nurturance and supportiveness and develops a theory around these qualities. In conclusion, Zytowski prescribes the modal occupaton for adult women to be that of homemaker. In regard to younger women, he concludes that adolescent girls lack clear career objectives and effective, realistic planning.

Ginzberg, Psathos, and Anast[illegible]

Hansen (1974), in the summa[illegible] major theories of women's career development, included the patterns suggested in the recent works of Ginzberg, Psathos, and Anastasi:

> Ginzberg (1966) proposed three life directions for women. These directions consist of the *traditional,* in which the woman is oriented to home, husband, and children; the *transitional,* composed of women who combine home and job in a casual and unplanned way; and the *innovative* direction in which women actively plan and prepare for a home-job combination with a serious career commitment.
>
> Psathos (1968) suggested that women's career patterns are influenced in a limited way by "cultural and situational factors, chance elements, and social class" and that "women's vocational choice is not made independent of the role of wife and mother" (Hansen, 1974, p. 46).
>
> Anastasi (1969) proposed a variety of patterns for women: blue-collar, active volunteer, interim job, late-blooming career, and double-life pattern.

Gail Sheehy

Gail Sheehy identified several patterns which are characteristic of many women today. The patterns range from the very traditional to the more contemporary and experimental.

> *Care givers:* Women who marry in their early twenties or before, and who at that time are of no mind to go beyond the domestic role.
>
> *Either-or:* Women who feel required in their twenties to choose between love and children or work and accomplishment. There are two types:
>
> > *Nurturer who defers achievement:* She postpones any strenuous career efforts to marry and start a family. But unlike the caregiver, she intends to pick up on an extra-familial pursuit at a later date.
> >
> > *Achiever who defers nurturing:* She postpones motherhood and often marriage, too, in order to spend at least six or seven years completing her professional preparation.
>
> *Integrators:* Women who try to combine it all in their twenties—to integrate marriage, career, and motherhood.
>
> *Never-married women:* Including paranurturers and office wives.
>
> *Transients:* Women who choose impermanence in their twenties and wander sexually, occupationally, and geographically.
>
> (Sheehy, 1976, p. 206)

Richardson

Richardson (1974) summarized three model career patterns as they relate to the female career process. The process, which has been uniquely termed the "female career process," refers to the integration of career aspirations with the more traditionally defined sex-roles tasks. This phenomenon does occur in the case of women and the assumption is generally made by career theorists, career counselors, etc., that homemaking is a unique and unavoidable aspect of adult female role development. For men, the issue of career orientation, which is the degree to which gainful employment is significant to one's adult role concept, is rarely met with competition for time and energy to devote to homemaking responsibilities.

Richardson's (1974) patterns include:

> *A continuous uninterrupted work pattern* which describes women who have pursued a career outside of the home with the ultimate goal of becoming established in that career. Women who follow this pattern "also engage in the traditional homemaking aspects of their role development simultaneously with their occupational development, coping with the task of integrating both roles" (Richardson, 1974, p. 138).
>
> *The work-oriented women* place equal value on their occupational role and their traditional role. They may meet the challenge of fulfilling both roles by means of compromise.
>
> *Homemaking women* pursue the career of homemaker without seeking simultaneous experience in an occupational role. The homemaking women are concerned "with exploraton and establishment in marriage, child rearing, and homemaking" (Richardson, 1974, p. 138).

ACTIVITY II: BUEHLER'S PSYCHOLOGICAL LIFE STAGES EXERCISE

	Activities Associated with Stage	Sex-Role Socialization	Opposite Sex Activites
Growth Stage			
Exploratory Stage			
Establishment Stage			
Maintenance Stage			
Decline Stage			

Directions:

1. Identify your current life stage according to Buehler's classification.
2. Describe the processes and/or activities you have pursued during each stage you have experienced. Be specific. For example, by late adolescence or young adulthood, a person may have attempted to identify clearly important values or may have begun planning a career direction. These activities would be associated with Buehler's Exploratory Stage.
3. Related to these processes and activities, identify the choices that you may have made as a result of your sex-role socialization. For example, in planning a career direction, a young woman may choose to follow a career interest in the health science field as a nurse without ever giving serious consideration to the career option of doctor.
4. In column three, identify the activities or processes that you possibly would have pursued had you been born a person of the other sex.

UNIT II

WOMEN'S CAREER PATTERNS – LIFE STYLES

Unit II
Lesson 9

WOMEN IN THE PAID LABOR FORCE

INTRODUCTION

In 1976, 47.4 percent of all women over the age of eighteen were in the paid labor force. This statistic represents an increase of 15.6% since 1947 and is evidence that increasing numbers of women are seeking and obtaining gainful employment. Furthermore, the careers that women are pursuing have become more varied.

Understanding the realities of the female work experience has often been difficult because of the many myths and stereotypes regarding working women. The most common myths revolve around issues of career commitment, mobility, absenteeism, salary, and child care. These myths and others have been refuted by the U.S. Department of Labor.

The purpose of this lesson is to explore the myths and the realities of women in the world of work. Becoming informed on the statistical facts of women and employment is basic to understanding the prejudice, discrimination, and biased information directed at women workers by employers, teachers, parents, and, most important, by women themselves.

OBJECTIVES

1. **To be able to list myths and realities of women in the work force.**
2. **To be able to state the major obstacles encountered by women who are gainfully employed.**
3. **To be able to state significant statistics on women who work outside of the home.**
4. **To be able to describe the average lifeline of American women.**
5. **To be able to summarize how experiences encountered by minority women who are gainfully employed differ from comparable experiences of white, middle-class women.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: Employment Obstacles for Women (Objective 1)

1. Prior to class, request that students read "Women at Work" (included with this lesson).
2. Ask students as they read the article to develop a list of the problems encountered by employed women and to bring the list to class.
3. In class, divide students into small groups and assign each group the task of identifying possible explanations for the problems encountered by women in the work force.
4. Ask small groups to share their explanations with the entire class and to encourage supportive and critical comments.

Activity II: The Myth and the Reality of Women Working
(Objectives 2 and 3)

1. Use "The Working Woman: Myth and Reality" (included with this lesson) as a pretest by reading the myths outlined in this article and asking students to respond to each myth with a true or false answer.
2. After students have responded to the myths, conduct a class discussion on the statistics related to each myth. These statistics are contained in "The Working Woman: Myth and Reality," included with this lesson.

Activity III: A Woman's Life Cycle (Objective 4)

1. Ask each student to examine "An Average American Woman's Lifeline," included with this lesson.
2. Ask students to plot their own lifeline in the space provided. Male students can adapt this activity by plotting their own lifeline or that of a significant woman in their lives.

3. Follow this activity with a brief class discussion focusing on "An Average Woman's Lifeline" and the total range of possible career/life patterns.

Activity IV: Minority Women (Objective 5)

1. Share "What White Men Earn and Black Women Don't" (included with this lesson) with the class, either as a transparency or a chart written on a chalkboard.
2. Briefly discuss the significance of these statistics and facilitate class exploration of the effects of racism and sexism in the marketplace.
3. Refer to the Learning/Teaching Guide, *The Black Female Experience* (Book III of this series), for detailed information on Black women.

Activity V: Summary—Class Discussion (Objectives 1-5)

1. What are some of the major problems encountered by women who pursue gainful employment?
2. What factors contribute to minority women's earning substantially less than white women, white men, or Black men?
3. Provide some statistics which describe women who are gainfully employed.
4. Based on the events outlined in "An Average American Woman's Lifeline," explain why women have traditionally been at a disadvantage in the job market.
5. When homemakers decide to return to the paid labor force after pursuing unpaid work for a number of years, what are some of the major problems they encounter?

WOMEN IN THE PAID LABOR FORCE

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* Women at work, *Newsweek,* December 6, 1976, pp. 68-70; 73-76; 80-81.

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* Entries marked with an asterisk are considered basic preparation for implementing this lesson.

APPENDIX: READINGS AND WORKSHEETS

ACTIVITY I: WOMEN AT WORK*

Some are "empty nesters" looking for something else to do now that the kids are off to college. Some are divorced mothers forced to make ends meet on their own. Some simply need more money to supplement their husbands' inflation-ravaged paychecks. And some, nurtured by the women's movement, want to leave their traditional place in the home and pursue careers. Whatever the reason, women are surging into the offices, stores and factories of America at a rate higher than in the World War II days of Rosie the Riveter.

This year alone, the female labor force has increased by 1.6 million—almost double the number of new male workers. In all, 38.6 million women now hold jobs or are actively looking; they make up nearly 48 percent of all women in the nation. "This may turn out to be the most outstanding phenomenon of our century," says Columbia University economist Eli Ginzberg, chairman of the misnamed National Commission for Manpower Policy. "Its long-term implications are absolutely unchartable."

The signs of change are everywhere. Eastern Airlines distributes a newsletter, *Businesswoman*, to the 60,000 women executives who fly Eastern each year. The Avon representative now sells at New York City offices as well as suburban homes. And last month *Working Woman*, a slick monthly, went on newsstands alongside the *Ladies' Home Journal*. Women now climb telephone poles as well as tend switchboards for AT&T, trade stocks on the floor of the New York Stock Exchange, assemble cars in Detroit and sit on the boards of the largest corporations—all highly visible symbols of the New Woman.

But such gains are still the exception. By choice or not, most women wind up in what economist Marina Whitman calls the "employment ghetto" of women's work: as waitresses and seamstresses, secretaries and bookkeepers, nurses and teachers. "It's true that more women are working, but for the most part, they're doing the kinds of jobs they've always done," says Carolyn Shaw Bell, a labor economist at Wellesley College.

Even so, the sheer number of women at work poses urgent economic and social questions. Will the economy grow fast enough to provide jobs for all the women who want them? What will happen to wages as men and women increasingly compete for the same jobs? How will the male-dominated business world assimilate the growing number of career-minded women? And what will become of the basic unit of society, the nuclear family?

Answers are slow in coming, but there are scattered hints of the changes ahead. Many corporations are recruiting and promoting women, often over their male colleagues. Some firms are experimenting with "flexitime" programs that permit employees to set their own hours, while others are trying job-sharing schemes that allow two workers to fill one full-time job. The government has instituted a tax credit for working families whose children are cared for by others. Economists are studying other plans to help working women—from subsidies for employers who create more part-time jobs to a voucher system, similar to food stamps, to help pay for day care. And women themselves, in ways subtle and dramatic, are rethinking their roles as they struggle to balance their traditional chores at home with their new aspirations at work. As things change for them, they're bound to change for men, too.

Like all complex social changes, the back-to-work movement has been shaped by economic and cultural forces. Economic need is clearly one of them. "Women now work because they have to," says Arlene Kaplan Daniels, a Northwestern University sociologist and director of its program on women. According to the latest statistics, nearly a quarter of all working women are single, while 19 per cent are either widowed, divorced or separated. And another 26 per cent are married to men who earn less than $10,000 a year (chart). As a result, many women who used to float in and out of the labor market depending on economic conditions now cling tenaciously to their working status. "In most recessions, women have been very obliging about getting out of the work force," says Myra Strober, a labor economist at the Stanford Graduate School of Business. "That hasn't happened this time."

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* *Newsweek*, December 6, 1976, pp. 68-70; 73-76; 80-81. Reprinted with permission.

One important reason is that unemployment among adult males has remained high even in the recovery, and many families now count on the wife's earnings. A high rate of inflation in recent years has eroded real disposable earnings, forcing families to rely increasingly on two incomes to maintain living standards. According to a study of 1970 data, only 46 per cent of all jobs in the economy paid enough to sustain the average family at a "reasonable" level—and since then, real income hasn't increased very much. 'We now have what is basically a two-worker family," says Columbia's Ginzberg.

But other factors have dovetailed with economic need to make it easier—and more desirable—for women to work. For one thing, women tend to get service-type jobs, and such jobs have expanded somewhat faster than factory labor in recent years. For another, the "technology of the kitchen"—everything from dishwashers to frozen foods—has freed more time for paid work outside the home. The technology of the bedroom has helped as well: as the nation's birth rate fell from 19.4 per thousand to 14.8 over the last decade, the number of women in the work force between the ages of 20 and 34 jumped 14 per cent, the largest increase for any age group during that period.

Though many women don't consider themselves feminists, the women's movement has influenced the perceptions of millions of women—and men as well. "As recently as ten years ago, a woman had to defend her position if she wanted to work," says Beatrice Buckler, editor of *Working Woman*. "Now you have only to go out and ask the nearest housewife what she does and she'll answer, 'Just a housewife.' There's been a tremendous change in attitude."

Antidiscrimination laws have helped, too. The biggest push has come from the Equal Employment Opportunity Commission, which signed a landmark consent decree with AT&T nearly four years ago. Ma Bell agreed to pay $38 million in back pay and wage increases to thousands of women and minority employees "whose progress might have been delayed" by past employment practices.

"The AT&T decision was important for symbolic reasons as much as it was for individuals," says Isabel Sawhill, a labor-market economist at the Urban Institute in Washington. "It created opportunities for employees at AT&T, but more important, it established the idea that companies have to look at their patterns of employment." At AT&T, most job categories were tightly segregated by sex. Women accounted for 98.7 per cent of all telephone operators and 94.2 per cent of the clerical jobs, while men held more than 97 per cent of the middle-management posts. As a result of the consent decree, Ma Bell has begun to undo such imbalances: the number of women in middle management has nearly doubled, and there is now a 5 per cent chance that a man will provide "directory assistance."

But for all the new male telephone operators or female autoworkers, most jobs in the national economy are still defined largely by sex. Men are doctors, women are nurses; men are school principals, women are teachers; men are executives, women are secretaries. In all, about half of all women work in just twelve big job categories—from beautician to bookkeeper. "Breaking down occupational segregation is the largest single problem, the key to equal women's rights," says Barbara Bergmann, an economist at the University of Maryland.

This occupational segregation stems from discrimination, from cultural conditioning and often from the personal desires of women themselves. But whatever the cause, many economists say it is the major reason that women earn far less money than men. In Leviticus, the Lord told Moses that a man is worth 50 shekels of silver, a woman only 30—and that is close to the ratio that prevails today. On the average, women earn 59 per cent as much as men, a gap that is wider now than twenty years ago. "Women are crowded into employment ghettos in densities that tend to hold down wages," says economist Whitman of the University of Pittsburgh. And the pattern is reinforced by the traditional view that men need to be paid more because they are primary wage earners supporting a family. "We end up paying janitors more than legal stenographers," says Carol Schiller, Southern California administrator for the State Fair Employment Practices Commission.

Even when women land "male" jobs or neutral ones, they often earn less than men. The average salary for women teachers in secondary schools is only 81 per cent of that of men, female scientists earn 76 per cent as much as male colleagues, and female engineers 85 per cent as much. "It is quite conclusive that about one-third of the differential cannot be explained by anything but discrimination," says Sar Levitan, a labor economist at George Washington University.

The rest of the wage gap stems from other factors. Either by preference or because she is still tied to the home, one woman in three takes a part-time job, compared to 15.2 per cent of all men—and as a result, women on the average work seven fewer hours per week than men. When they do work full time, the vast majority of women do not belong to unions, which limits their bargaining clout. And despite the trend, many women still drop out of the labor market during child-rearing years, thus sacrificing the higher pay that comes from promotions based on seniority.

In management jobs, women complain, discrimination is often subtle, with sexual stereotyping a dominant theme. "Even if you're in a 'male' job," says Jean Hoffenkamp, an underwriter for a large insurance company, "if you're the only woman in a meeting, you might get asked to take notes." Outside the office, the institutions of male society—the private institutions of male society—the private clubs and golf courses where business is discussed and deals go down—place females at a disadvantage, working women say. "You lose out on all that informal corporate training," says Day Creamer, director of Chicago's Women Employed, a group of 1,000 white-collar women. Some firms have moved to break down such practices. The Bank of America, for one, will no longer pay for memberships or approve expense accounts at clubs that exclude women.

Sometimes, though, women are sexists themselves. When Montgomery Ward sent out female maintenance workers to repair appliances, at least one woman customer complained. "There's less confidence on the part of a housewife when a repairwoman shows up," says personnel manager Len Borkowski. And one survey of women holding clerical, minor management and professional jobs at a large retail corporation showed that 67 per cent of them would rather work for a man than a woman. "Everyone accepts the cultural stereotype," says Nancy Mansfield, a partner in the firm that did the survey, "and that includes women."

SIZING UP THE FEMALE WORKING FORCE

23.3%	19.0%	14.6%	11.4%	31.7%
Single	Widowed, divorced, separated	Husbands earning under $7,000	Husbands earning $7,000-$10,000	Husbands earning more than $10,000

Source: Bureau of Labor Statistics

Many businessmen counter charges of discrimination by saying that women tend to shun responsibility and advancement. "When a young lady comes out of college, we talk about management positions and the great possibility of transfer," says Borkowski. "Then when there's an opening in Dubuque, Iowa, she doesn't want to go." At Northrop Corp., not one of the 100 women in a Boston-area plant applied when an expansion program opened up supervisory jobs to them. "They still identify with the traditional role of women," says Mary Person, the Northrop officer sent out from the company's California headquarters to investigate. "They saw the supervisory jobs as demanding time, involvement and commitments that they just were not ready to make."

Such attitudes prevail partly because many married women cannot easily relocate, spend extra time at work or travel frequently. But many women may also fear that success on the job is somehow unfeminine—a controversial thesis first propounded by psychologist Matina Horner, now president of Radcliffe College. Horner says that's still true—and these days, she adds, guilt over not taking care of the children, making more money than her husband, or both, plays a large role in a woman's feelings toward work. "If men and women can recognize autonomy and separate achievement, then the problem of fear of success might get solved," she says.

To overcome at least some of the problems, several companies have gone to great lengths to accommodate women. After AT&T signed the consent decree, it tried to encourage women to become phone installers and line workers—99.7 per cent of whom were men. About 2,000 women were accepted for training. But within a week, 50 per cent of them dropped out: within six months, another 25 per cent, already trained, left the job, and by the end of the first year, recalls James Sheridan, project chairman at AT&T's Human Resources Laboratory, "we couldn't find anybody we had started with." To learn why, Sheridan's group interviewed the dropouts and found that most of them feared climbing telephone poles—injury rates were three times higher than among men—and had difficulty handling 12-foot extension ladders that weigh from 60 to 75 pounds. Sheridan then commissioned a $15,000 study that presented four alternative methods of handling the ladders.

The objection to pole-climbing presented a greater difficulty: as Sheridan learned, male and female legs differ in the way they are joined to the hip, making it harder and more dangerous for women to climb poles. So Sheridan's people began studying telephone poles and came up with the notion of portable steps that could be used with greater safety. But both men and women declined: neither group, it turned out, wanted to appear "soft." The study—it has cost the company $50,000 thus far—may continue, Sheridan says, but not before "someone proves they are interested in what our results are."

Other companies have encountered similar problems. At Westinghouse's industrial-equipment division in Buffalo, women responsible for painting heavy, cumbersome control panels were having difficulty lifting and positioning them. The result: Westinghouse installed positioning devices that reduce the physical burden on the operator. At its Pittsburgh nuclear center, the company is also experimenting with another technique: so-called flexitime that permits the 800 participating employees to put in their eight-hour day any time between 7 a.m. and 5:30 p.m. At its Chicago headquarters and New York buying office, giant retailer Montgomery Ward has a similar program to help employees. Thus far, it's a modest success. "It provides better access [to transportation] and in some cases might allow an employee who might have to quit to continue working," says Warren Clements, Ward's manager of personnel projects.

Still other companies are meeting the demands posed by the rising number of female employees by applying old ideas for the first time. While most companies have dropped the day-care centers that sprang up in the late 1960s for children of employees, Xerox, for one, has just begun a limited, experimental day-care program in Arizona. Job-sharing has suddenly attracted new attention as well, even though it often raises the costs of training and fringe benefits. Hewlett-Packard, for instance, started a pilot program at its Loveland, Colo., plant two months ago. Six pairs of employees—all but two of them women—share jobs on a ten-hour shift. Even though the employees each work five hours a day, they still receive standard company benefits, with the exception of long-term disability. But in this case the company profits as well: Hewlett-Packard saves money on overtime and gets ten hours of work from a station instead of only eight.

As important as these changes are, the assimilation of women into the work force depends on whether the economy grows strong enough to provide the jobs. The government estimates that the U.S. labor force will rise from 95 million to 114 million by 1990. Roughly two-thirds of the new job seekers will be women, most between 25 and 54. The numbers alone may strain the capacity of business to absorb them, raising the specter that high unemployment will continue. Though unemployment is less of a hardship in a two-career family than in one with a single wage earner, it could create demands for a more stimulative economic policy—and that could be inflationary. On the other hand, the influx of women into the labor pool at least creates the potential for a higher rate of economic growth.

Economists are also unsure what will happen to wages as men and women increasingly compete for the same jobs. Some speculate that the competition for traditionally male jobs could depress salaries. But others say any such drop will be offset if men, with their higher wage expectations, move into female jobs, thus ratcheting up wage scales for such work.

Other economic effects are more predictable. As more women work, two-income families pinched for time will probably eat more of their meals in restaurants, consume more convenience foods at home, spend more on domestic help and day care and shop in stores that stay open on Sundays. And one way or another, experts believe, the economy will gradually adjust. But the social changes will undoubtedly be more difficult. So far, the burden has fallen mainly on the woman to reconcile her dual aspirations. But if the trend continues, men may well have to spend more time running the house and raising the children—and their employers may have to accommodate these changes, too. If anatomy is no longer to be destiny and society genuinely wants full equality between the sexes, the wrenching readjustments may have only begun.

"I'm not trying to make a breakthrough," says Irma Arriola, a 27-year-old chicano carpenter who works with an all-male crew in Los Angeles. "I'm trying to make a living." That goal puts Arriola somewhere short of the spearhead of feminism, but she speaks for the vast majority of her sisters in the U.S. labor force—and whatever their motives, they are slowly transforming American life. Feminist or not, the working woman inescapably faces a new and challenging set of questions—what she thinks of herself, what she wants from her job and how she will live with her husband and children.

If most women start to work because they have to—and swear they would quit if they could—many of them confess that they continue to work because they *want* to. "I told myself I was going to work to help out with the family income," says Sally Martino Fisher, a Brooklyn, N.Y., bookkeeper and mother of three. "In reality, it was for my own personal therapy. I needed to be out, to be working, to be involved." Working has become an essential source of satisfaction—financial and psychological—for many women. Seventy per cent of the 5,000 women analyzed in a *Family Circle* readers' survey last month said they felt happier and more interesting and that their children benefited from their jobs by learning to be more self-reliant. Although Irma Arriola wasn't particularly interested in being a carpenter at first, she has come to appreciate her skill. "I'm proud of myself," she says. "I have a great feeling of personal satisfaction. I found I wasn't completely ignorant."

That sense of achievement also affects women's aspirations for their children—and their children's lives. Ronnie Haggerty, mother of four, has been working with the National Congress of Neighborhood Women in Brooklyn, to help working-class women become community leaders. "My 14-year-old daughter wants to be a secretary," she says. "Years ago that wouldn't have bothered me, but now it does. I'd like to see her make her mark on the world." If nothing else, growing numbers of young women don't want to do women's work any more. A national survey of 17-year-old girls by the National Assessment for Education Progress found that only 3 per cent wanted to become full-time housewives.

—Michael Ruby with Tom Joyce in Washington, Barbara Graustark in New York, Elaine Sciolino in Chicago and bureau reports.

Fresh aspirations, however, run head-on into centuries of indoctrination on what a woman's role should be. Many women—perhaps most—still accept a large part of the stereotype, and see the penalty for rebellion as a heavy one. "I'm not going to compete with the guys," says a woman computer programmer in Los Angeles. "I've seen girls who are pushy and are left by the wayside." But women who genuinely prefer their traditional role find it increasingly uncomfortable, not only because of what they perceive as pressure from feminists but also because of the low value society in general places on being "just a housewife." In defiance of reason and in apparent ignorance of what's involved in the job, the U.S. Labor Department ranks housework at the bottom of its scale of complexity of 22,000 jobs—along with rest-room attendant and poultry-offal shoveler.

Perhaps as a consequence of this enduring stereotype women who do try to compete in the "man's world" of work tend to be handicapped by a weak self-image and lack of confidence. In a study of California social workers, psychologist Barbara Gutek found that women consistently rated themselves poorer than men at their jobs, even when their supervisors rated them equal.

And the price of success is high. Los Angeles advertising executive Tanya Presby, 42, said her job first promoted emotional attachments by helping her meet men, but then contributed to the breaking off of two engagements "because I put the job first."

Some women refuse promotions: Pontiac assembly-line worker Diane Williams, 33-year-old mother of two, thought an offered foreman's job "would interfere too much with my family life." Others accept promotions, only to find, like Eastern Airlines stewardess Susan Sinclair, 31, that life was too demanding in the executive suite. "There was a lot of stress that a woman with two children doesn't need," she says.

Because of the sheer numbers of women entering the work force, such conflicts of values are making big changes in marriage and motherhood. According to census statistics, women are now marrying later, having children later and having fewer children. Although divorce statistics have risen dramatically in the past decade, it is not clear whether they are also linked to the rise in female employment. If they are, nobody knows whether the strains of working lead to marital discord or whether women who become economically secure by working merely feel free to get out of bad marriages—as their husbands may feel free to break off on the ground that the wives could support themselves. According to feminist leader Gloria Steinem, going to work has "simply ended up saving the good marriages and breaking up the poor ones, which needed to be broken up anyway."

When asked, most men and women say that their marriages are unaffected or change for the better when the wife gets a job. A Chicago study of 171 suburban parents of pre-school children found that 78 per cent believed that the wife's employment had a favorable effect on the marriage. A University of Michigan study last year showed no difference in marital satisfaction between employed and unemployed women, although educated working women said they were more satisfied with their marriages than other groups. "When the kids were little, we didn't have much going for us—it was a 'have to' marriage," says Gloria Kosticheck, 55, a Los Angeles social worker who earned her degree six years ago. "Now it's changed and it's good. Going back to school and going to work were the two best things I did in my life." There is little real information on how—or whether—a wife's job affects a couple's sex life. In the *Family Circle* survey, 63 per cent of the wives (and 59 per cent of husbands who responded) said it made no difference; 17 per cent of the women and 22 per cent of the men said sex had deteriorated, and 16 per cent of the women and 13 per cent of the men said it had improved. Most everyone reported that the frequency of sex was less when the woman worked, but some women maintained that the quality had improved because of their new self-respect—and their husband's admiration.

But the problem of a woman's role in life remains—and the simultaneous demands of a job, a marriage and a family can produce intolerable strains. "Simple misunderstandings escalate into major problems because you don't have time to straighten them out," says University of Southern California sociologist Barbara Laslett. "You also have more to argue about. The conflict either leads to a broken marriage or a stronger one."

That was the case when nuclear scientist Susan Kannenberg overextended herself organizing a National Organization for Women chapter in Boston six years ago. At one point, bidding goodbye to her colleagues, she busily said, "I'll see you at 4 at your place, I'll see you at 5 at your place," and, turning to her husband, "I'll see you at 8 at your place." "Hey," he replied, "it's called 'home.'" That triggered a burst of guilt—and led to major concessions by both of them, including more housework by Lloyd Kannenberg (himself a physicist) and less outside involvement on Susan's part.

In the long run, such mutual concessions will have to spread as women continue to expand their working lives. But men will find them difficult, both at home and on the job. Some researchers have suggested men may fear competent women at work. Many husbands seem bewildered by the busy schedule and new priorities of their working wives. And while some upper-middle-class men now enjoy the prestige of a working wife, many still have no understanding of the accommodations required of them. In a 1970 study of 62 male students at Columbia University by psychologist Mirra Komarovsky, the consensus she found was that they approved of women with pre-school children working full time—"provided the home was run smoothly, the children did not suffer, and the wife's job did not interfere with her husband's career."

One thing husbands are *not* doing is helping with housework. In a 1973 study, Queens College sociologist Joann Vanck found no difference in the time spent doing housework by the husbands of employed women and the husbands of nonemployed women. A study at Northwestern University in 1975 came to a similar conclusion; when women took jobs, their load of housework was lightened by only 5 per cent—and much of the help they got was from their children. Vanck also found that women with jobs spent half as much time doing housework as housewives did in the 1920's. "Since the value of housework is not clear," Vanck speculates, "nonemployed women feel pressure to spend long hours at it."

For more than 33 per cent of working women, housework and even marital relations are minor problems compared with the third major dilemma: how to work and care for children at the same time. Until about ten years ago, it was conventional wisdom that nothing could replace a mother's care, particularly during the first eighteen months of a child's life. Recent studies, however—including those by Jerome Kagan at Harvard, Mary Howell at Boston's Massachusetts General Hospital and Elizabeth Keister at the University of North Carolina—have concluded that children who are well cared for outside the home develop just as well as those cared for by their mothers. "It's the quality and consistency of the care that matter," says childcare expert Bruno Bettelheim.

That conclusion would seem to justify a rapid growth of day-care centers. In practice, however, only about 10 per cent of working mothers now use such services; the rest have their children cared for less formally by a relative, a paid baby-sitter or a neighbor. The main reason, an HEW study found this year, was the high cost of organized day care. As a matter of protection, many cities now require centers to maintain fairly elaborate facilities and have doctors or nurses on call. One study estimated that "desirable" day care would cost a parent $3,000 to $5,000 a year—and in practice, costs range between $35 and $50 a week per child.

Ford Foundation researcher Susan Beresford studied 100 corporate day-care facilities in urban settings and reported that they haven't worked out for another reason: parents were reluctant to bring their children to work on crowded subways and buses. Nonetheless, a recent Harris poll concluded that 11 per cent more women would go to work if day care were available. Bills to provide Federal day-care aid were vetoed by Presidents Nixon and Ford; a current bill calling for $1.9 billion for state programs is still in committee.

In adjusting to the new realities of women's life, widespread day care seems inevitable—and may in turn set off other changes. Urban Institute economist Isabel Sawhill foresees a system of "child-care stamps," like food stamps, that would allow parents to choose according to their needs from a variety of day-care—be it nursery school, family or institutional care. Mary Robinson, of HEW's Office of Child Development, is conducting a "parent intervention" project to encourage child care among low-income mothers by teaching them child development.

But in broader terms, says Mirra Komarovsky, "the great number of women in the labor force has not yet produced the necessary social inventions." Men and women are coming to terms with their new status with as little change as possible, and mostly in personal ways. Most children are still not in day-care facilities, and most men are not becoming house-husbands. Some women fear that the new options are simply putting more pressures on them, replacing the supermom myth of the 50's with a new myth of super-career-woman-wife-and-mother.

"Something has to give and someone has to suffer," says Suzanne Keller, a professor of sociology at Princeton. "Ambition has been raised, the old tradition is being abandoned and replaced, but you can't send the baby back." If things are ever going to change, institutions and men are going to have to change first. And that's where the battlefield lies now.

—Susan Cheever Cowley with Mary Lord in Washington, Lisa Whitman in New York and bureau reports.

ACTIVITY II: THE WORKING WOMAN: MYTH AND REALITY*

The Myth. *A woman's place is in the home.*

The Reality. Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home.

Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

The Myth. *Women aren't seriously attached to the labor force; they work only for extra pocket money.*

The Reality. Of the nearly 35 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.

The Myth. *Women are out ill more than male workers; they cost the company more.*

The Reality. A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

The Myth. *Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.*

The Reality. A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a work-life expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

The Myth. *Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.*

The Reality. There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

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*Reprint from U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Washington, D.C.: U.S. Government Printing Office.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

***The Myth.** Women should stick to "women's jobs" and shouldn't compete for "men's jobs."*

The Reality. Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

***The Myth.** Women don't want responsibility on the job; they don't want promotions or job changes that add to their load.*

The Reality. Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

***The Myth.** The employment of mothers leads to juvenile delinquency.*

The Reality. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care that is of major significance.

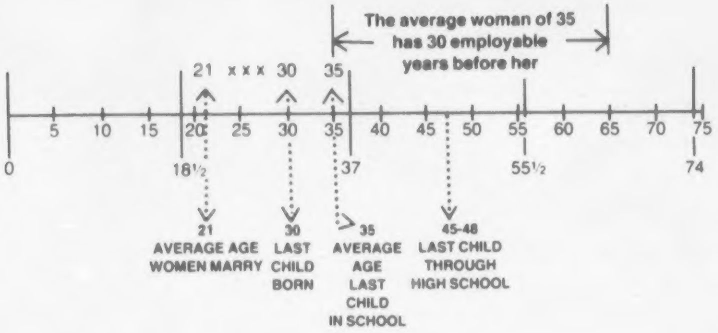
***The Myth.** Men don't like to work for women supervisors.*

The Reality. Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 per cent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 per cent rated them adequate; 42 per cent rated them the same as their predecessors; and 8 per cent rated them better than their predecessors.

ACTIVITY III: AN AVERAGE AMERICAN WOMAN'S LIFELINE*


The average woman of 35 has 30 employable years before her
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AVERAGE AGE WOMEN MARRY
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LAST CHILD BORN
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AVERAGE AGE LAST CHILD IN SCHOOL
45-48
LAST CHILD THROUGH HIGH SCHOOL

TODAY: The life expectancy of a girl born in 1964 is 74 years; in 1920, it was 55 years;

9 out of 10 girls will work sometime during their lives; they are likely to work at least 25 years outside their home;

Over 5 million students are enrolled in American colleges and universities; 2,621,000, or 40%, are women;

In 1968, 42% of all women were in the labor force; in 1920, only 23% were working.

Average woman worker is age **39** and married;

30 million women (**2** out of **5** workers) are in the labor force;

3 out of **5** working women are married and living with their husbands;

Prediction is made that by 1980, **36** million women will be in the labor force.

PLANNING YOUR LIFELINE

The Span Plan Chart, from Purdue University, was designed to assist you in thinking seriously about your long-term plans and to diagram on a Lifeline Chart what you would like your own life pattern to be in terms of education, career, marriage and family. Until recently, ". . . and she was married and lived happily ever afterward" has signaled the accomplishment of a woman's life goals and the end of any necessity to plan further. From that point, somewhere in her early twenties, she just "went along" with whatever came up. But the pattern of women's lives has been changing.

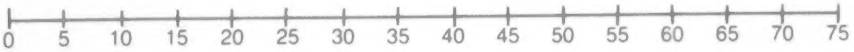
THE AVERAGE AMERICAN WOMAN'S LIFE PATTERN CONSISTS OF:

School
Work and/or marriage
Raising a family (and increasingly continuing to work by choice or necessity)
Return to work when youngest child is in school

HOWEVER

THERE ARE MANY MORE OPTIONS INCREASINGLY AVAILABLE TO THE WOMAN WHO PLANS:

1. More choices of schooling—college degree, graduate work, continuing education for women.
2. Remaining single and working.
3. Marrying with the option of housewifery or working.
4. Raising a family.
5. Marrying, having children, and working (part time, full time, unskilled, skilled, professional) or returning to school, with increasingly flexible timing due to day care, domestic services, and breaking down of male-female role stereotypes.
6. Many others—use your imagination. **Now chart your lifeline.**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*Purdue University

ACTIVITY IV: WHAT WHITE MEN EARN AND BLACK WOMEN DON'T

The earnings of minority women, like those of white women, are substantially less than the earnings of men, either minority or white. In addition, fully employed minority women continue to earn less than white women, although the earnings gap has narrowed appreciably. In 1972 women of minority races who worked the year round at full-time jobs had a median wage or salary income of $5,320—only 87 percent of that of white women, 70 percent of that of minority men, and 49 percent of that of white men. In 1960 the corresponding proportions were 70, 63, and 42 percent.

High unemployment rates and low wages are sharp reminders that minority women, as a group, are still very vulnerable to economic changes, despite improvement during recent years in their educational attainment and occupational status. Teenagers entering the labor force are particularly susceptible to changes in labor-market conditions. In addition, the incomes of minority women and the economic plight of those women who are heads of families show the need for increased stress on providing equal employment and training opportunities of minority women and assistance to the working poor.

ACTIVITY IV: WHAT MEN EARN IN FULL-TIME JOBS AND WOMEN DON'T

(1973 Statistics)

Major occupation group (14 years of age and over)	Median wage or salary income: Women	Median wage or salary income: Men	Women's median wage or salary income as percent of men's
Professional, technical workers	$9,905	$13,945	65.2
Managers, administrators (except farm)	7,998	14,737	54.3
Sales workers	4,674	12,031	38.8
Clerical workers	6,458	10,619	60.8
Craft and kindred workers	6,315	11,308	55.8
Operatives (including transport)	5,420	9,481	57.2
Service workers (except private household)	4,745	8,112	58.5
Private household workers	2,243	(1/)	–
Nonfarm laborers	5,286	8,037	65.8

1/ Fewer than 75,000 men.

From *The Earnings Gap*, 1975, Women's Bureau, Department of Labor

	All workers		Year-round full-time workers	
Race	Women	Men	Women	Men
Total	$4,181	$8,850	$6,018	$10,384
Minority	3,944	6,261	5,320	7,548
White	4,218	9,190	6,131	10,786

Adapted from *Facts on Women Workers of Minority Races*, 1974, Women's Bureau, Department of Labor.

Unit II
Lesson 10

HOMEMAKING AS A CAREER

INTRODUCTION

Homemaking has been the major work, the career, of many American women; however, in the vocational theory literature, homemaking has been viewed not as a career option, but, rather, as an integral part of the female adult role, and it has been identified as the modal occupation for all women.

Four major issues have come into focus as the vocational psychologists and career counselors have attempted to treat homemaking as a career (unpaid though it may be). First, homemaking is usually treated differently than any other career choice that is considered by females and males in the counseling setting. Furthermore, counselors hold attitudes toward the homemaking career which are different for female and male clients. Career counselors traditionally assume that males will not be interested and will have no responsibility for homemaking tasks, and it is usually assumed that homemaking will be a significant part of the adult female role. As a result of the vast array of changes currently taking place in the status of women in the professions and in the home, changes are also taking place in the attitudes toward the homemaking tasks that males and females assume. Career counselors must recognize the changes that are taking place and recognize the negative effect of assigning homemaking tasks to females solely on the basis of gender.

Second, the homemaker career has not been treated as a viable career choice for females or males who believe that their values, skills, and abilities are congruent with that career option. Individuals who have indicated an interest in pursuing homemaking as a career field have not been provided with reality-testing information for that career choice, as is the case when other career options are suggested.

Third, women who have chosen homemaking as a career receive a clear message from society regarding the unimportance of that career. Women learn from the socialization process and eventually internalize into their own belief system that the homemaker career is less valuable than other kinds of work which are conducted outside of the home. Also, many women and most men have accepted that the tasks performed by the homemaker do not merit compensation. The following quote from *Martha Matters* describes the work of the Martha Movement, a new national organization of 66,000 members who are dedicated to assisting homemakers in maintaining a positive identity:

> *And it came to pass, as they went, that he entered into a certain village; and a certain woman named Martha received him into her house. And she had a sister called Mary, which also sat at Jesus' feet and heard his word. But Martha was cumbered about much serving, and came to him, and said, Lord dost thou not care that my sister hath left me to serve alone? Bid her therefore that she help me. And Jesus answered and said unto her, Martha, Martha, thou art careful and troubled about many things: But one thing is needful: and Mary hath chosen that good part, which shall not be taken away from her.*
>
> *Luke:11*

> *And then it came to pass that for some 2,000 years, while Mary's descendants triumphed, Martha's image plagued homemakers. They have been stereotyped as the drudges of the world; they often suffer from isolation, boredom, financial dependency and feelings of worthlessness; they go unrecognized and unrewarded.*
>
> *That's why we're calling our organization the Martha Movement. The name signifies our purpose: to reaffirm the value of homemaking as a form of lifework, and to enable those who select that work because it suits them to follow it with pride and to practice it with skill.*
>
> *Martha Matters Newsletter* (1977)

Fourth, because homemaking has been viewed by vocational psychologists, career counselors, parents, teachers, etc., as the modal occupation for women, the true potential for many American women has never been maximized. Regardless of their unique abilities, interests, and skills, females in our society have always been taught to orient these qualities in a way that will fit or complement the homemaker role. As a result, the majority of women have been guided, counseled, and advised into unpaid career roles. If women do opt for paid employment outside the home, the choices have been narrowed to the precious few that combine the nurturing and service skills suitable for homemaking.

The purpose of this lesson is to examine the problems of the homemaker and to promote the positive assertion of the contributions of that career.

OBJECTIVES

1. **To be able to summarize the specific concerns of individuals pursuing the homemaker career.**
2. **To be able to state the negative effect of assigning homemaking tasks solely to the female.**
3. **To be able to state the four major issues faced by career development professionals when dealing with the homemaker role.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: Analyzing the Homemaker Career (Objectives 1, 2 and 3)

1. Assign students the reading of the introduction to this lesson and the bibliographic entries marked with an asterisk.
2. Ask each student to list the advantages and disadvantages of the homemaker role as (a) a woman's only career, (b) a man's only career.
3. Conduct a class debate on the pros and cons of pursuing homemaking as an individual's only career, using the following format:
   a. Males in the class who argue pro-homemaking as an unpaid career should present supportive arguments for that career/life choice for men.
   b. Females who argue pro-homemaking as an unpaid career should present supportive arguments for that career/life choice for women.
   c. Students holding positions anti-homemaking as an unpaid career should present their point of view for males and females respectively.
4. At the conclusion of the debate, conduct a class discussion about points brought up in the debate. Some issues which might be considered are:
   a. Why do so few men pursue homemaking as a career/life style choice?

b. Why have increased career options for women been perceived as a positive step by many women?

c. Why do some women who work outside the home argue that they have two full-time jobs—one paid and one unpaid?

d. What difference do you think it would make in the status of homemaker as a career option if individuals were paid a fair hourly wage and received Social Security and insurance benefits? Would more men pursue homemaking?

Activity II: (Objectives 1, 2 and 3)

Conduct a debate as in Activity I; however, in this case, debate the merits of homemaking as a paid career. Use the same format.

HOMEMAKING AS A CAREER

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Richardson, M.S. Self-concepts and role concepts in the career orientation of college women. (Doctoral dissertation, Teachers College, Columbia University, 1973.) *Dissertation abstracts international*, 1973, 33, 5001-5002. University Microfilms No. 73-9040. Also *Journal of Counseling Psychology*, 1975, *22*(2), 122-126.

ADDITIONAL RESOURCES

Hodge, H. *Married Women's Financial Subservience*, $0.10, Order No. 21501.
Order from: Know, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221

* Mainardi, P. *The Politics of Housework*, $0.10, Order No. 07802
Order from: Know, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221

* Martha Movement. *Martha Matters Newsletter.*
Order from: 1011 Arlington Boulevard, Suite 305, Arlington, Virginia 22209, (703) 527-3334

Oakley, Ann. *Woman's Work* (Pantheon Books), $8.95 plus $0.90 mailing.
Order from: First Things First, P.O. Box 9041, Washington, D.C. 20003

* Roberts. *The Hand That Rocks the Cradle Should Be Paid*, $0.20, Order No. 21901.
Order from: Know, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15521

* Syfers, J. *Why I Want a Wife*, $0.10, Order No. 13701
Order from: Know, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221

* Walker, K.E. and Gauger, W.H. *The Dollar Value of Household Work*, $0.25, Information Bulletin 60.
Order from: Mailing Room, Building 7, Research Park, Cornell University, Ithaca, New York 14853

Warrior, B. and Leghorn, L. *Houseworker's Handbook*, $1.00
Order from: Women's Center, 46 Pleasant Street, Cambridge, Massachusetts 02139

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* Basic readings for this lesson.

Unit II
Lesson 11

LIFE-STYLE OPTIONS

INTRODUCTION

I shall be telling this with a sigh, somewhere ages and ages hence. Two roads diverged in the woods, and I took the one less traveled by—that has made all the difference.
(Robert Frost)

Despite America's espoused philosophies of respect for diversity, encouragement of creativity, and freedom from indoctrination, most women are not trained or inspired to explore adult life styles other than marriage. The predictable female life crises which inevitably ensue from this "tunnel vision" have been identified by numerous researchers (see bibliographic entries accompanying this lesson). The popularity of marital improvement texts and the rising divorce rate also attest to the fact that traditional marriage relationships often do not fulfill the needs of all women.

This lesson is designed, therefore, to familiarize women with several life-style options aside from marriage. Related issues, such as career development, motherhood, divorce and lesbian relationships are addressed in other lessons.

OBJECTIVES

1. **To be able to identify potential impediments to the personal development and happiness of women which the traditional marriage presents and to document these with research data when available.**
2. **To be able to describe potential benefits for women within three alternative life styles and to document with available research data:**
   a. **Communal living**
   b. **Single living**
   c. **Non-marital dyad living**
3. **To be able to identify the disadvantages for women associated with each alternative life style:**
   a. **Communal living**

   - **b. Single living**
   - **c. Non-marital dyad living**

4. To be able to assess one's personal needs and the potential for their fulfillment within each life-style pattern:

   - **a. Marriage**
   - **b. Communal living**
   - **c. Single living**
   - **d. Non-marital dyads**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: "Living Happily Ever After" (Objectives 1 and 4)

1. Assign individuals the bibliographic entries (or portions thereof, if time is limited) related to the traditional option of marriage: Bird, Perutz, O'Neil and O'Neil.
2. Ask each student to submit to the facilitator before class ten questions which their text addressed.
3. Duplicate the list, combining redundant or similar questions, and distribute to class members.
4. Facilitate a group discussion in which students share answers based on their reading assignments.
5. Following the discussion, ask each student to name one personal need which they do not believe is (would be) met in a traditional marriage relationship.

Activity II: "Round Pegs in Square Holes" (Objectives 2, 3 and 4)

1. Assign individuals or dyads the following texts in the bibliography and repeat the process described in Activity I:
   - a. Fleming and Washburne's *For Better, For Worse*

b. Adams' *Single Blessedness*

c. O'Brien's *Woman Alone*

d. Kanter's *Communes* or Houriet's *Getting Back Together*

e. O'Neill and O'Neill's *Open Marriage* or Rogers' *Becoming Partners*

LIFE-STYLE OPTIONS

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Alternative Lifestyles: Changing patterns in marriage, family and intimacy. Sage Publications, Beverly Hills, Calif. 90213

Country Women. Box 51, Albion, Calif. 95410

New Woman. Box 9810, Fort Worth, Texas 76107

Unit II
Lesson 12

LESBIAN RELATIONSHIPS

INTRODUCTION

A lesbian relationship signifies much more than a choice of sexual orientation. In deciding to make a primary loving commitment to women, lesbians demonstrate their belief that women are valuable and lovable in themselves. Lesbians' relationships demonstrate a refusal to accept the sexist belief that men are the most desirable partners to which women can commit themselves. Such a demonstration is self-affirming in that the lesbian is also saying that she, herself, as a woman, has value and worth. In making a primary commitment to women, the lesbian chooses her own sex as a reflection of her "ego ideal."

In "normal" sexist society, women are defined or identified in relation to some man. She is some man's daughter until she marries and becomes Mrs. His Name. Her status derives from that of the significant male. In recognition of this fact, lesbians have chosen to relabel the lesbian as a "woman-identified woman." This is one of several ways in which lesbians reject society's value system as a means of self-validation.

Lesbians further reject the assumption that complementarity is the ideal basis for a primary relationship. Complementary relationships of strong and weak, quiet and talkative, rational and emotional, outward-directed and inward-directed are not found in lesbian relationships in the same frequency with which they are found in heterosexual relationships. The rejection of complementarity results from rejection of the more basic assumption that personality traits are divided by sex.

Many lesbian relationships involve two autonomous, self-sufficient people. Because they have rejected the traditional relationship model, they are daily involved with defining and shaping their own individual life style. When worked on consciously and conscientiously, the process is extremely satisfying. It is a responsibility to be met with energy freed by refusing to accept the limitations and oppression of the traditional female role.

There are, of course, problems inherent in living as a lesbian. Most of these problems derive from the social, legal and economic sanctions against homosexuals. The Gay Liberation Movement has become increasingly vocal in demanding freedom from these sanctions. Their efforts were greatly enhanced in 1973 when the

American Psychiatric Association removed homosexuality from the status of a mental disorder and recognized it as a "legitimate" expression of sexual preference. Until the late 1960's, studies of homosexuality used exclusively hospitalized samples. Later studies of non-patient homosexuals found them to be functioning as well as, or better than, "normals." (See Wyman, 1976; Trilling, 1975; and Escamilla-Mondanaro, 1977.)

Trilling (1975) discusses in detail the effect of lesbianism on the changing social and psychological role of women. She points out that the major issue of concern for feminists and lesbians is the concept of gender role. Feminists are now joining lesbians in challenging the assumed healthiness of clear-cut gender role identification. Feminists and mental health professionals are now seeing androgyny as more conducive to flexible, appropriate, and satisfying functioning in a wider range of situations than either stereotypic masculine or feminine behavior. Trilling goes on to enumerate how the lesbian does not fit the gender role stereotype of a woman. In the process, she points to some of the origins of the continuing fear and hostility about lesbianism.

The article by the Radicalesbians in Cox (1976) gives a detailed account of the problems all women experience as a result of accepting a male-given identity. The irreconciliability of being "feminine" and being a whole person is strongly presented. The article suggests that as long as feminists try to free women without facing the basic heterosexual structure that binds women in one-to-one relationships with men, tremendous energies will continue to be exerted into correcting each particular relationship with a man, "into trying to make a 'new man' out of him, in the delusion that this will allow us to be the 'new woman' " (page 307).

The Radicalesbians promote the personal and political benefits of becoming a "woman-identified woman." Smith (1975) discusses the purely personal benefits of revealing one's gayness to family, friends and associates. In deciding a personal life style, every lesbian must decide this issue for herself and by herself. Because the reasons not to "come out" are so obvious, it seems important to discuss the possible benefits. Basically the issue revolves around a trade-off: self-alienation vs. internal wholeness at the possible cost of alienation from society.

There is a lack of unbiased information regarding lesbianism. Escamilla-Mondanaro (1977) discusses some of the myths and the problems these myths create for lesbians. Additionally, she builds a strong case against "straight" mental health workers doing therapy with lesbians. There is also an enlightening discussion of the special needs of adolescent lesbians and lesbian mothers. This article in conjunction with the "Guidelines," pp. 161-172 in Clark (1977), provides an opportunity for the general public to examine their personal attitudes about lesbians.

Sang (1977) describes why a knowledge of lesbian subculture and impinging social pressures is necessary for therapists working with lesbian clients. The generalizations presented in this article point out some of the unique situations with which many lesbians must learn to cope. Many typical experiences that lesbians bring to therapy are consequences of their minority status and the resultant social oppression. Although the article is addressed to the psychological community, it offers additional insights into common lesbian issues.

Writings on lesbians come from several different disciplines: psychology, sociology, anthropology, biology and medicine. Wyman (1976) summarizes some of these current writings (reading included with this lesson). A section of the paper is adapted from *Lesbian/Woman* by Martin and Lyon (1972). This book should be required reading for anyone studying lesbian issues.

OBJECTIVES

Students should be able to:

1. **Explain the personal and political benefits of being a woman-identified woman (Radicalesbians, 1976; Trilling, 1975).**
2. **List and discuss lesbian problems which are a consequence of having minority group status (Sang, 1977).**
3. **Compare the traditional and feminist attitudes toward gender role identification (Trilling, 1975).**
4. **List and refute three myths about lesbians (Escamilla-Mondanaro, 1977).**
5. **Summarize the arguments for and against living openly as a lesbian (Smith, 1975).**
6. **List and give the rationale for three of the therapeutic guidelines for working with gay clients (Clark, 1977).**
7. **Describe any personal changes in attitude toward lesbians as a result of this lesson.**
8. **Bring into conscious awareness personal attitudes toward lesbians.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings listed with the objectives you select.

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 1 and 8)

After reading the article included with this lesson, have students write on pieces of paper some of the rumors and myths they have heard about lesbians, regardless of whether the students believe them. (If possible, it is highly recommended that two or more lesbians meet with the class that day as resource people to discuss the myths.) Have the papers passed anonymously to the group coordinator. Discuss the myths individually. The following questions may be used to focus the discussion:

1. How widespread do students think is belief of each myth?
2. What are the possible origins of each myth?
3. How could the myth be disproved?
4. Is there a parallel myth concerning male homosexuals? Why or why not?
5. How might such a myth affect a lesbian?

Activity II: (Objectives 1 and 8)

After students have read several readings from the bibliography, have students write a short reaction paper concerning the following situation: This morning when they woke up, they heard that their best (opposite sex) friend has miraculously become the same sex as themselves. Except for the change in physical gender, their friend remains her or himself in all ways.

Activity III: (Objectives 1 and 8)

Have students write a fairy tale in which for one day all lesbians turn green . . . however, there is one mistake. One woman who is not a lesbian also turns green . . . and she is the author of the fairy tale..

LESBIAN RELATIONSHIPS

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APPENDIX: READINGS AND WORKSHEETS

ACTIVITIES I, II, AND III: VIEWPOINTS ON LESBIANISM*

Liz Wyman

HISTORY OF THEORIES OF CAUSATION

Patient-Centered Studies

Freud, who treated one case of female homosexuality, remarked on 1) the patient's strong mother fixation, 2) the mother's indifference toward the child, 3) and penis envy. Ernest Jones, who treated five lesbians, noted a strong fixation on the mother succeeded by a very strong father fixation. Helene Deutsch, whose experience was based on eleven lesbian patients, found 1) mother fixation, 2) castration complex, 3) penis envy, and 4) disappointment in a passive father. Other causal factors derived from patient populations include: fear of assuming adult responsibilities; fear of the opposite sex; fear of dominance and destruction; fear of rejection; heterosexual trauma; masturbation, and inherited biological factors.

Most contemporary patient-centered theories include: 1) the passive, unassertive, gentle and detached father; 2) the dominant, domineering, hostile and guilt-inducing mother; and 3) the hostile, rejected daughter who cannot turn to her father because of his perceived weakness.

Non-patient-Centered Studies

Kinsey, the first to study non-patient women, indicated four factors leading to homosexual behavior: 1) the basic physiologic capacity of every mammal to respond to any sufficient stimulus; 2) the accident which leads an individual into her first sexual experience with a person of the same sex; 3) the conditioning effects of such experience; and 4) the indirect but powerful conditioning which the opinions of others and the social codes may have on an individual's decision to accept or reject this type of sexual contact.

Many other nonpatient studies have found no difference between normal and lesbian groups in neuroticism or childhood experiences. Swanson (1972) summed up the research well: "This lack of significant historic and clinical factors specific to the lesbian makes a psychologic etiology of female homosexuality open to even more question than already exists." Most contemporary specialists in this field corroborate the opinion of Rosen (1974). Rosen feels that the finding that homosexual women have a hostile-fearful conception of the feminine role may be one of the most important psychodynamic theories.

INTERDISCIPLINARY RESEARCH ON HOMOSEXUALITY

Anthropology

Anthropologists describe homosexual behavior which has existed since the beginning of recorded history. Homosexuality has existed in both primitive and complex societies. Margaret Mead has investigated homosexuality with reference to social causation among the Plains Indians. In certain New Guinea and Australian aborigine tribes it is considered part of a young man's initiation into manhood to become a homosexual partner of an older man for several years. Anthropologist Evans-Pritchard, working among the Azande tribe of West Africa, found homosexuality being practiced by both men and women. Dr. Mead has also studied traditional Japanese, Korean and Balinese societies, where a male may practice homosexuality in his youth and then marry.

Genetics

Dr. John Money of the Johns Hopkins School of Medicine has found no difference between the heterosexual person and the homosexual as far as the chromosome count is concerned. Studies by doctors have conclusively shown that there are no physical functions or structures, no combination of genes, and no glandular secretions which contain within themselves the power to direct, guide, or determine the type, form and course of the social behavior of human beings.

Animal Behavior

In 1942 Dr. C.R. Carpenter studied free-living rhesus monkeys, under natural conditions, and observed females displaying mounting behavior. In some instances he noted that the interaction lasted over a period of days so that the interaction resembled in many respects a male-female consort relation. Mounting behavior is not the exclusive pattern of the male; such behavior is perhaps more sexual than masculine.

In the book *Patterns of Sexual Behavior*, Dr. Ford, anthropologist, and Dr. Beach, psychologist, state that human homosexuality is a legitimate legacy of the general sexual responsiveness in mammals. Their cross-cultural and cross-species comparisons have demonstrated that a biological tendency for inversion of sexual behavior is inherent in most, if not all, mammals, including the human species.

Sociology

The advent of the new awareness of the sexism which permeates our culture has spawned new insights into the lesbian choice and experience. Such insights are succinctly expressed in *Lesbian/Woman* by Martin and Lyon.

> If there is any correlation between the model behavior parents are told to emulate and the incidence of homosexuality, it has to be the oversell of stultifying, self-sacrificing female sex roles that might cause a girl child to rebel and seek her personhood in a lesbian relationship. The heterosexual relationship she sees in her family and in those of her friends are not as complementary nor as complimentary as her elders would have her believe.

This rebellion may be instinctive in some children. Most authorities on child development agree that the sexual pattern of a person is set sometime between the ages of two and eight. The child may be reacting to her inner compulsion to be a more complete and freer human being than society allows. Most lesbians do seem to find it difficult to accept that being a whole person and being feminine are irreconcilable.

The corollary to this theorem is not that lesbians reject their femininity or want to be men. Rather, they reject society's definition of femininity and are unhappy with their assigned role. They feel a need to rebel against what they see as a dehumanizing society which denies them any opportunity for self realization. Most lesbians neither hate men nor fear men as most psychologists theorize. They recognize that men are the victims of the same false values of the system.

LESBIAN PROBLEMS

Sexual Identity

What are the feelings of a young girl who slowly realizes that she loves and is loved by another human being who happens to be of the same sex? At first there is happiness, elation, joy. These feelings are often short lived. She soon learns a label attached to her feelings—homosexuality, lesbian. What is for her a pure and simple love is considered by society to be despicable and degenerate, perverted, a sign of psychopathology, a crime against nature.

To her family she is disgusting, to her doctor she is sick, to her minister she is damned, and to the police she is a criminal. Every lesbian must face this identity crisis, the realization that she is at odds with society. Often her self-image is so debased that at first suicide seems to be the only way out. For her, self-acceptance may mean physical survival.

Most lesbians internalize society's judgment, making self-acceptance difficult. They consider their sexual identity as their primary identity. They find it most difficult to think of themselves as people first, women second, and lesbians third. They can become defensive, apologists or injustice collectors.

How does a lesbian find her way out of this quagmire of despair? Anger may help. Anger and righteous indignation at the society that refuses to see her as a person of worth and dignity can be a stepping-stone from martyrdom and self-pity to self-acceptance. She must never let what other people think determine what is best for her.

Guilt

Roger W. Smith, author of *Guilt, Man and Society*, defines guilt as beginning when a person crosses a socially accepted boundary. The lesbian crosses the boundaries of "woman." Her crime is her identity. She cannot achieve atonement in society and remain herself.

In their chapter entitled "Guilt: The Parent Within," Abbott and Love trace the origins of guilt and the learning of self-punishment in the family. For the lesbian, guilt often leads her to act against her own self-interest, perhaps to punish herself. But the guilt may be so pervasive and basic that the required punishments are too harsh for the self to allow. The usual mechanisms used to cope with the guilt are denial, doubt, and damnation.

If a lesbian cannot accept her homosexual feelings for women, she may deny she is a lesbian, even to herself. She may be among the most vocal in ridiculing or degrading another lesbian. She may recognize her feelings but deny herself the physical expression of those feelings. She may accept she is a lesbian and simply deny it to the straight world, who will reward her by continuing to treat her as a heterosexual. Abbott and Love characterize denying women as having frequent one-night stands or brief, chaotic relationships. The lesbian may focus on her work to deny herself time to think about herself.

The debt-paying lesbian admits her homosexuality to herself but feels she is in society's debt for allowing her a good job and straight friends. She sentences herself to hard labor for the "crime" that is her guilty secret. She is likely to work in a helping profession, perhaps to compensate for her anti-social sexual preference. She may want to maintain especially close ties with her family at the expense of her lover. Married lesbians tend to work very hard at marriage in order to pay their debt.

The debt-paying lesbian accepts without challenge all of society's values but one. She has been termed the "good nigger" of the homosexual world. Eventually she begins to realize that the debt paying will never pay off. Her self-respect erodes and bitterness sets in. Feelings of unworthiness and fear of risk taking may lead to withdrawal from the gay life and society. She ends up alone.

Some lesbians will act out the irresponsible and amoral role expectations of the society which damned them for their sexual preference. Knowing that debt paying is useless, they live society's definition of lesbian—irresponsible, promiscuous and tough. Abbott and Love describe the damned lesbian as having "a profound insecurity and sense of unworthiness, gifts society has made certain she has received."

Unfortunately, the butch tends to emulate the worst of male characteristics. She can be a female chauvinistic pig. By stressing the opposite roles of male and female, the butch is accepting the doctrine of "woman's place is to serve man," and "person as property." The butch-femme relationship is subject to obsessive, possessive jealousy. Such feelings indicate uncertainty about the relationship. The partners may see each other as possessions instead of as people. However, in a normal woman-to-woman relationship, if they are sure of each other's love, if the partner is a person, not a thing, the jealousy will be minimal or non-existent.

Jealousy is one of a myriad marital problems that lesbians share with heterosexual couples. The Daughters of Bilitis (DOB), a national lesbian organization, has been trying for years to encourage the helping professions to establish marriage counseling for homophile couples.

Motherhood

Some lesbians who are raising their children in what society calls a "deviant relationship" often wonder if they are doing the right thing. It may help them to know that it is extremely rare for a lesbian mother to have homosexual children. It is likewise helpful to learn that love and security in the home is the primary factor in establishing the emotional stability of the child. If the child knows love, gives love and receives love, and knows he or she is wanted, chances are the child will grow up to be well adjusted. The emotional stability and maturity of the parents will determine the child's emotional environment. It is therefore imperative that the lesbian accept and understand herself.

COUNSELING THE LESBIAN
(adapted from Martin and Lyon, 1972)

One of the first groups formed solely to help lesbians is the Daughters of Bilitis. This group was organized to encourage and support the lesbian in her search for her personal, interpersonal, social, economic and vocational identity. Through DOB, lesbians can meet with each other and discuss their problems openly in an atmosphere of rationality and understanding. There is an age limit for membership, recently reduced from 21 to 18 years of age. The age limit exists to protect the organization from charges of "contributing to the delinquency of a minor." The minor who seeks help at government clinics or hospitals often finds that she needs parental permission. The irony is that if she felt free to discuss her feelings with her parents, she probably would not be lookng for outside help.

Those who want counseling may not seek it because of fear of exposure. More important is the apprehension that their actions and emotions will be prejudged when labelled lesbian. Consequently, when they do seek help, they look first for gay counselors with whom they can identify. Although such counselors exist, often they do not feel free to reveal themselves to the client. It may cost them their job.

What advice can a counselor give to the parents of lesbians? They should not: disown her or throw her out of the house; scold, nag, weep or recriminate; withdraw affection; or pressure her into marriage in hopes that "it" will disappear. The logic of the latter strategy is analogous to forbidding someone to eat olives in hopes they will learn to love ice cream.

If parents are aware that their daughter has had one or two homosexual experiences or has a crush on another female, they should realize that this does not mean the daughter is a lesbian. Only the woman who idenifies herself as a lesbian is a lesbian.

What positive things can the parents do? They should listen and not panic. Listen to what she is saying and feeling. They should try to listen carefully and nonjudgmentally. They should try to establish a relationship of mutual respect and rapport with their daughter. She needs encouragement and support. She should be encouraged to socialize with a wide variety of people. Her future depends on her ability to get along with other people and to function in society.

The Counselor

The counselor should be warm, caring, and able to listen and to understand. It would be helpful if the counselor recognized and accepted the latent heterosexuality in each homosexual and the latent homosexuality in heterosexuals. The lesbian needs to feel accepted as a person and to feel she is not alone. Group counseling has been very effective in dealing with feelings of alienation.

Counseling should offer an opportunity for the lesbian to express her true feelings. These feelings will probably include anger about the energy wasted dealing with a heterosexually oriented culture. Anger may result from the realization of the lesbian's internal conflict over whether to try for external approval or personal integrity.

Consciousness-raising groups for lesbians have been useful in helping lesbians to understand who they are and who they want to be. Groups can facilitate insights that help free the mind of cultural conditioning and permit the recognition of new possiblities for the self-management of their lives. New life goals may emerge that are conscious, meaningful and socially oriented.

In recognition of the need for adequate and nonjudgmental counseling for homosexuals, the National Sex Forum in San Francisco has developed an aesthetic view of human sexuality, emphasizing both the value of sexuality and of proficiency rather than restraint, makes the following assumptions: 1) the most significant factor in sex education is that sex can be talked about casually and nonjudgmentally; 2) individuals should be allowed meaningful exposure to a realistic objectification of the range of behavior into which their own experiences and those of other human beings fall; and 3) the person who teaches, counsels or gives advice should have a low burden of sexual guilt feelings so as to be of service to others rather than serving his or her own needs.

Pathology

In 1972, at the annual meeting of the American Psychiatric Association, a panel composed of homosexuals and psychiatrists discussed the topic: "Psychiatry: Friend or Foe of the Homosexual?" It was conceded that many studies and theories of homosexuality were based on small samples of homosexuals in therapy. It was further agreed that the studies were invalid because they did not represent the nonpatient, nonneurotic homosexual who is living a constructive, useful life without the need for psychotherapy. Homosexuality is no longer listed as an illness by the APA.

The majority of the (estimated) ten million homosexuals in this society are not interested in the cause or cure of their "problem." They want to know how to survive in a hostile society. Perhaps there is more pathology in the gay world than in the straight world, but the pathology is a product of the hostile society, the persecution and discrimination. Dr. C.A. Tripp writes, "Today it is more generally acknowledged—at least by sophisticated clinicians—that no action which a person takes and enjoys can ever lead to neurosis unless he or she feels guilty about it."

Some clients do request to be "cured" of homosexuality. The therapist should first ascertain the reason a homosexual wants to become heterosexual. If the reason is the public myth that homosexuality is neurotic, then changing should be discouraged. The therapist could help the homosexual understand the nature of his conflict, what options are available, and let them decide which way to go. The therapist should function to remove guilt and anxiety and give the client a chance to think rationally.

In reaction to those clinicians who feel all homosexuals should be "cured," Wysor writes: "It cannot be morally right for society to infict unhappiness and oppression on persons who are simply doing what comes naturally to them, particularly when the reversal of their nature is not realistic or desired."

Sex Roles

Most younger psychologists and most of those whose practice specializes in homosexual clients believe that society's sex-role stereotyping is one of the major contributing factors to a woman's identification as a lesbian. Bettie Wysor, in her book *The Lesbian Myth*, postulates: "The deep-seated core of the matter may well lie in the position of woman in our culture: her oppression, her devalued image, her long-standing frustration as an individual unable to select and direct her own destiny—not because she is incapable, but because from her inception that destiny is inhibited by the culture into which she has been born. Even if she is supremely fortunate in her parentage, there is still the power of thousands of years of male-dominated culture to be reckoned with. This fact will not only influence her potential for equality of opportunity and direction of her destiny, it may influence her emotional development, her relationships with the opposite sex, her potential for successful sexual relations, and her ultimate happiness. Might it not also contribute, given certain sets of circumstances and experiences, toward a potential for homosexuality . . ."

Wysor feels that the classic role of women as conceived by men and perpetuated by our society is so masochistic it almost invites sadism. Since all children by age five and usually before are aware of these stereotypes, one can only wonder why more women haven't rejected this role and turned to masculine identification.

It must be remembered, however, that most lesbians do not identify themselves as masculine. A major study by Drs. Ralph Gundlach and Bernard Riess concluded that homosexuality among women in our society seems unrelated to the establishment of feminine identity. Lesbian activists are very interested in promoting and fostering feminine (nonstereotyped) characteristics. Two psychologists studying lesbian characteristics published some interesting results. In the United States (Gundlach) and in Britain (Hopkins), lesbians were found to be less neurotic than matched control groups. Dr. Hopkins used the following terms to describe the lesbian personality: 1) more independent, 2) more resilient, 3) more reserved, 4) more bohemian, 5) more self-sufficient, 6) more composed.

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Unit II
Lesson 13

WOMEN AND CHILDREN

INTRODUCTION

This lesson includes activities and literature designed to help women candidly explore and personally assess the institution of motherhood—the unexamined assumptions, historical and cultural perspectives, dynamics between mothers and children, the impact of motherhood on females' personal growth and happiness, and the myths and socialization process related to motherhood or child-free life styles. "Since our experience is not described, we have to begin from the beginning—to speak about what it is really like" (Lazarre, 1976).

"My children cause me the most exquisite suffering of which I have any experience. And yet at other times, I am melted with the sense of their helpless, charming and quite irresistible beauty. But it's in the enormity and inevitability of this love that suffering lies" (Rich, 1976).

Perhaps no single experience initiates more profound changes, more potential for pleasure and pain, or more obtrusive societal pressure than motherhood in America. Yet, for many women, the decision to become mothers or remain childless either is carelessly explored or totally determined by societal expectations. Furthermore, after childbirth, few women have professionally or personally documented the ambivalence, resentment or disillusionments of motherhood. The pervasive myth of placid, fulfilling motherhood has presented only a portion of the reality which women must confront.

OBJECTIVES

1. **To be able to identify questions which women should address before electing or rejecting the experience of motherhood.**
2. **To be able to enumerate fundamental ways in which women's life pleasures can be enhanced and diminished by motherhood.**
3. **To be able to list alternatives within any individual's control that**

could increase the pleasures of motherhood and alternatives which could increase the pleasure of child-free life styles.

4. **To be able to identify changes within different societal institutions (church, schools, employers, marriage, legislation) which could augment the gratifications of motherhood and the gratification of childlessness.**

5. **To be able to explain methods by which American society socializes women to become mothers.**

6. **To be able to identify unexamined assumptions or myths regarding motherhood and to relate relevant research or responses to each.**

7. **To be able to identify difficulties and remedies which a single parent or lesbian mother would probably encounter.**

FACILITATOR PREPARATION

The facilitator should read the bibliographic entries identified for each activity. Students should be individually assigned different sections of texts from the bibliography to read before each activity. This process ensures that materials from the entire text will be incorporated into group discussions.

SUGGESTED LEARNING ACTIVITIES

Activity I: "Should Baby Make Three?" (Objectives 1, 5 and 6)

Related Reading: *The Baby Trap* (Peck, 1971); *A Baby, Maybe*? (Whelan, 1975).

1. After having assigned individual students portions of the texts, ask students to orally summarize their assigned reading for the class.

2. After these summaries are completed, facilitate a group discussion which addresses one central question: What questions should women consider before deciding whether to become mothers?

3. Compile a written list of all suggested questions, then rank them according to class priorities.

4. Duplicate this list and distribute it to students for future reference.

Activity II: "Anger and Tenderness" (Objectives 2, 3 and 4)

Related Reading: *Of Woman Born* (Rich, 1976).

1. Preassign each student or dyad one chapter of the book and ask each to submit to the facilitator a list of five essential questions which the assignment addressed.
2. Compile a list of all questions after combining those that are similar or redundant. Distribute the list to each student before the discussion begins.
3. Facilitate a discussion of these questions in which students assume responsibility for answering questions from their assigned readings.

Activity III: "Mother Hubbard Lives in No Cupboard" (Objective 7)

1. Before the class meets, assign each student one text from the bibliography on lesbianism (Lesson 12) to scan for sections on experiences and problems of lesbian mothers.
2. Order literature from the "Momma" organization (address included in bibliography); make it available for students to read.
3. Encourage students to select additional readings from the bibliography.
4. Facilitate a class discussion in which students summarize their readings and address the question: What are the various dilemmas and resolutions of those dilemmas confronted by mothers living alone, lesbian mothers, and stepmothers in relation to motherhood?

WOMEN AND CHILDREN

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ORGANIZATIONS

"Momma": Single Mothers, Box 5759, Santa Monica, California, 90405

National Organization of Nonparents, 220 Miramonte, Palo Alto, California 94306

Parents Without Partners, 7910 Woodmont Avenue, Washington, D.C. 20014

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* Basic readings for this lesson.

UNIT III

WOMEN GROWING AND CHANGING: COUNSELING APPROACHES

Unit III
Lesson 14

WOMEN IN COUNSELING/THERAPY: TRADITIONAL THEORY AND PRACTICES

INTRODUCTION

The traditional treatment of women in counseling and psychotherapeutic settings has been problematic in at least three ways: (1) Sex bias in the attitudes, values and expectations held by the mental health practitioner; (2) psychologists' and counselors' lack of knowledge of the psychology of the female experience, and (3) patriarchal counseling and therapy models which encourage a dependent role on the part of the client, which further reinforces passivity and dependency in women. This lesson is designed to explore sex bias in the counseling setting as it relates to the female client; the reader is reminded that Lesson 14 in Book I, *Understanding Sex Roles and Moving Beyond,* focuses on Sex Roles and Mental Health Services and examines, in depth, the sex-role ideology, or the double standard of mental health, underlying the theories and practices of mental health professionals. Lesson 16 of this book examines feminist approaches to therapy and growth.

In analyzing the usefulness of traditional therapy models for women's growth, Mander and Rush (1974) point out:

> *You're learning to problem-solve for yourself by hiring someone else to tell you how; you're learning to free yourself from outer authority figures by hiring another authority figure; you're learning how to be more close/intimate/natural in your relationships through a relationship in which you reveal all, yet the doctor rarely opens himself up to you. This is hardly a training ground for equality, sharing, and trust.*

In addition, it is important to understand how traditional psychology has been ignorant of, or unresponsive to, women's experience and needs.

OBJECTIVES

1. **To examine assumptions regarding female behavior and the female experience in traditional psychological theory and practice.**
2. **To review the "double standard of mental health" and examine its implications for holistic growth for women.**
3. **To be familiar with the findings of the American Psychological Association's report on "Sex Bias and Sex-Role Stereotyping in Psychotherapeutic Practice."**
4. **To understand the impact of traditional theory and lack of knowledge of female psychology on the female client in the counseling setting.**
5. **To explore guidelines and recommendations for bias-free counseling/therapy for women.**

FACILITATOR PREPARATION

Review Lesson 14, "Sex Roles and Mental Health Services," in *Understanding Sex Roles and Moving Beyond* (Book I of this series). Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 1, 2 and 4)

1. Ask students to read, "Psychology Constructs the Female" by Weisstein, 1971; and "Summary of Women and Traditional Therapies," included with this lesson. *Psychotherapy: The Hazardous Cure* by Tennov (1975) is an excellent supplementary reading.
2. Conduct a class discussion in which students point out the assumptions about women underlying traditional psychological theory and practice.
3. Review the basic tenets of Tennov's book *Psychotherapy: The Hazardous Cure.*

Activity II: Sex Bias and Sex-Role Stereotyping in Psychotherapeutic Practice
(Objectives 3, 4 and 5)

1. Prior to this lesson, each student should read: "Report of the Task Force on Sex Bias and Sex-Role Stereotyping in Psychotherapeutic Practice, " by Brodsky et al., 1975; and "Patient and Patriarch: Women in the Psychotherapeutic Relationship," by Chesler, 1971. *Women and Madness* by Chesler (1972) is an excellent book to accompany this lesson.
2. Students are to form small groups and brainstorm:
   a. Ways by which women are put at a disadvantage in traditional counseling and psychotherapeutic practice.
   b. Ways to meet the task force recommendations on their campus or in their local community (e.g., campus or community workshop for counselors and therapists which focuses on sex bias in the counseling setting).
3. Students are to outline specific strategies for carrying out the recommendations of the task force, e.g.:
   a. Identify a local feminist counselor or therapist who would be interested in supporting and pursuing a workshop on sex bias.
   b. Identify an organization that will fund the project.

Activity III: Liberated Counseling (Objective 5)

1. Prior to this lesson each student is to read "Liberated Counseling: A Question Mark," by Schlossberg, 1975; and "Women Counselors for Women Clients? A Review of the Research," by Tanney and Birk.
2. Conduct a class discussion on Schlossberg's suggestions for liberated counseling. Specific examples adopted from Carkhuff and Berenson's (1967) model of helping are demonstrated as techniques for liberated counseling. The three components are:
   a. Self-exploration
   b. Understanding
   c. Action
3. Select three pairs of students and ask each pair to prepare a separate role-play scene which demonstrates examples of sex-fair counseling suggested by Schlossberg.
4. After the role-plays, discuss the implications for counseling women of Tanney and Birk's review of the research.

WOMEN IN COUNSELING/THERAPY: TRADITIONAL THEORY AND PRACTICES

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APPENDIX: READINGS AND WORKSHEETS

ACTIVITY I: WOMEN AND TRADITIONAL THERAPIES*

Liz Wyman

> It is perfectly natural for a . . . woman to feel indignant at the limitations imposed by her sex. The real question is not why she should reject them; the problem is rather to understand why she accepts them.
>
> —Simone de Beauvoir

The stereotyped male and female roles are polar opposites. Women are defined as more emotional, intuitive, erratic, less intelligent, less persistent, weaker. Women are in the subservient position. The rampant discrimination against women in employment, in education, and in social conditions tends to be unrecognized or rationalized. Thus, we hear: "Women don't work as well; they have less economic responsibility; they deserve less." The woman who accepts the cultural designations blames herself for her troubles.

Talented women are induced to try for superhuman achievement. Success in the outside world must be coupled with maintaining the most attractive home, best beloved husband, best behaved children, most perfect figure, and gourmet cooking. When a woman tries and fails to meet this ideal, guilt over her failure often sends her to a psychotherapist to discover and correct what is wrong with her. Psychotherapists' promises to cure women's defects often contribute, directly or indirectly, to acceptance of these conditions.

Tennov (1975) has written: "Women whose problems emanate from the sex discrimination and prejudices of the society they live in are additionally damaged by psychotherapists who find the roots of the difficulties in the women's own behaviors, attitudes, and feelings. The principle of individual causation is the very cornerstone on which the edifice of individual psychodynamic insight therapy has been erected. Both in principle and in practice, such therapy ignores the roles of the societal environment."

Behaviorists have been in the forefront of the reseach effort showing that behavior is situation specific. Yet even before general acceptance of behavioral techniques and theory, psychologists working in personality assessment knew that their tests never yielded consistent results on many measures. A rigid authoritarian on one measure will be unauthoritarian on the next. We now know that the results are due more to the impact of the social situation of the moment than to some inner dynamic of the subject herself.

Social psychologist Stanley Milgram (1965) arrived at the same conclusion through his obedience experiments. Subjects were asked to obey the orders of unknown experimenters. Sixty-two percent of subjects administered shocks that they believed to be possibly lethal. No tested individual differences between subjects predicted how many would continue to obey and who would break off the experiment. However, by manipulating the social situation through the use of confederates, it was simple to predict when subjects would be obedient or defiant. In order to understand why people do what they do, and certainly in order to change what people do, psychologists must turn away from the theory of the causal nature of the inner dynamic and look to the social context within which individuals live.

While evidence is accumulating that what a person does and how a person feels will be determined by the expectations and behavior of people in the environment, psychotherapists remain entrenched in biased and misogynist viewpoints. When women are mentioned in social psychology textbooks, their roles of childbearer and homemaker are unquestionably accepted. Freudian theory viewed women as biological, intellectual, social, and moral inferiors of men. The sexual adequacy of women was defined in terms of male pleasure and the (mythological) vaginal orgasm.

In psychoanalytic theory, unfetterd by ob-

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*D. Tennov, *Psychotherapy: The Hazardous Cure* (New York: Abelard-Schuman, 1975).

jective assessment and dominated by patriarchal concepts, it is not surprising that patriarch-serving, women-derogating themes should emerge. One such theme is that of the "castrating" woman. Anything a woman does which can be interpreted as undermining the dominant status of a male is "castrating." For example, it is "castrating" for a woman to excel over a man in any activity regarded as the male domain.

Similarly, there is the schizophrenogenic mother who places her child in a double bind: she demands affection, then rejects the child who attempts to display it. Unable to decode the conflicting messages, the child escapes into a fantasy world of mental illness. But the mother is placed in a double bind situation by the theory and the therapist who espouses it. Tennov points out that: "Since she is judged to be at once accepting on the surface and rejecting underneath, any behavior on her part 'fits' the theory. Overt displays of affection indicate her 'seduction' side, but failure to show affection is construed as evidence of her more basic rejection. Not surprisingly, the famous double bind theory turned out to be elusive when researchers attempted to study it. Not only unproven, it is unprovable, since it involves subjective interpretations of behavior."

Such willingness to see pathology in women is accompanied by resistance to finding the man at fault. In analyzing the roots of psychopathology, even highly deviant behavior such as child molestation, desertion of the family, and actual physical assault by males have been overlooked. Nathan Rickels' (1971) description of the fathers of his "angry women" is typical of the leniency afforded males in psychoanalytic writing: "The fathers are usually ineffectual men who, while striving to show some affection for their daughters, were so intimidated by the mothers as to remain almost neutral in their display."

Dorothy Tennov, in her book *Psychotherapy: The Hazardous Cure*, reviews antiwoman psychological theories and writing from Fromm to Freud. She draws two major conclusions: one, to the psychotherapists, it is pathological when individuals, male or female, step outside the culturally approved behaviors for their sex, and these criteria are based on rigid and patriarchal concepts; and two, even when pathology or inadequacy in the male is admitted, a woman's behavior (wife or mother) is viewed as the major contributing circumstance. A woman risks blame even when the man is recognized to be more emotionally disturbed, and her "sins" are severe. Psychotherapists consistently describe women in highly derogative and pejorative terms, while men command their sympathies.

Unit III
Lesson 15

SEX BIAS IN CAREER COUNSELING AND CAREER INTEREST INVENTORIES

INTRODUCTION

The presence of sex bias in counseling has been documented extensively in the mental health literature (Broverman, Broverman, Clarkson, Rosenkrantz and Vogel, 1970; Hill, Tanney and Leonard, 1976; Tanney and Birk, 1976; and Thomas and Stewart, 1971). Researchers have concluded that since individuals develop values and attitudes as a result of involvement in a cultural environment, counselors in a sex-biased culture have different expectations of appropriate behavior for males and for females. (See Lesson 14, Sex Roles and Mental Health Services, in the learning/teaching guide, *Understanding Sex Roles and Moving Beyond*.) Research has shown that counselors bring their personal values and attitudes into the counseling setting. Two significant ways in which sex bias is brought into counseling are (1) counselor response patterns which differ for males and females, and (2) different standards of mental health for males and females. Specifically, the literature suggests that the different counselor responses for women and men in the counseling setting have been found to be particularly detrimental to females when vocational concerns are discussed.

The purpose of this lesson is to examine sex bias in career counseling and career interest inventories.

Sex bias, in relation to career counseling, is defined as any factor that might influence a person to limit—or might cause others to limit—his or her consideration of a career solely on the basis of gender ("Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories," 1974). Recent research in the area of sex bias in interest measurement has been inspired by events tied to the changing career role of women, an awareness of the inhibiting influences of sex-role stereotyping, and legislation such as Title IX of the Educational Amendments.

Counselors, in the wake of changing roles for women and men, are presented with serous problems as they counsel female clients who are opting for pioneering paths. For example, directing females to interest inventories for career suggestions often has proven to be ineffective, especially for the non-traditional woman. Consequently, counselors who have recognized the uniqueness in women's career patterns are questioning the effectiveness of applying male-normed and sex-biased inventories to the measurement of women's interests.

Concern over sex fairness in measurement has logically arisen because of the prescriptive role which has been routinely assigned to interest inventories in counseling. At this time, there is controversy among career counselors, vocational psychologists, and measurement experts over the administration of sex-biased instruments to female clients.

There are divergent views on sex bias in career interest measurement. For an in-depth analysis of sex-fair use of career interest inventories, the reader is strongly encouraged to review *Sex Fairness in Career Guidance: A Learning Kit* by Stebbins, Ames and Rhodes, 1975.

OBJECTIVES

1. **To be able to identify the sex-biased counselor attitudes which are specific to career counseling.**
2. **To understand the specific areas of Title IX which relate to counseling, testing instruments, and counseling materials.**
3. **To become familiar with techniques and materials for sex-fair career counseling.**
4. **To understand the current issues regarding sex bias in career interest measurement.**
5. **To understand the unique problems of minority women in regard to sex bias in interest inventories.**
6. **To be able to critique the major career interest inventories using the "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories" as a standard of measurement.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings. Acquire copies of: *The Kuder Occupational Interest Survey, Form DD* (Kuder, 1971); *The Self-Directed Search* (Holland, 1972); and *The Strong-Campbell Interest Inventory* (Campbell, 1974).

SUGGESTED LEARNING ACTIVITIES

Activity I: Counselor Behaviors and Attitudes (Objective 1)

1. As an introduction for this lesson, each student is to respond to the

questions on "An Attitude Questionnaire for Counselors" by Allman, included with this lesson. Responses of "no" to these questions indicate attitudes of sex fairness regarding career development of males and females.

2. Conduct a class discussion regarding student reactions to the items on the questionnaire.

3. Ask students to share items to which they responded "yes."

Activity II: Counselor Attitudes (Objectives 1 and 2)

1. The day before this lesson, students are to receive a copy of the article "Women Counselors for Women Clients? A Review of the Research." (Tanney and Birk, 1976).

2. As an assignment, students are to bring to class a list of counselor behaviors and attitudes which treat males and females differently in the counseling setting.

3. Ask students to share with the class the counselor attitudes and behaviors which apply differently to female and male clients in the counseling setting.

4. Conduct a discussion regarding the general attitude of counselors toward female development.

5. Ask students to compare their conclusions of counselor attitudes toward females with the "double standard of mental health" which is described in the Broverman article (1970), and in this lesson's handout, "A Double Standard of Psychological Health."

Activity III: The Effect of Counselor Bias in Career Counseling (Objective 2)

1. Students should refer to the article "Women Counselors for Women Clients? A Review of the Research" for the subheading entitled "Sex Bias in Career Counseling" (Tanney and Birk, 1976).

2. Select three pairs of students and ask each pair to prepare a separate role-play scene which demonstrates the findings of the research on career counseling (i.e., counselor demonstrating non-support for a female considering an occupation which is male-dominated). Students should be asked to prepare the role-play scenes in advance.

Activity IV: Title IX and Counseling (Objective 3)

1. Each student is to read "Summary of Title IX Guidelines on Counseling," included with this lesson.
2. Conduct a class discussion on (a) the implications of Title IX in counseling, (b) the Title IX statement on appraisal and counseling instruments, (c) specific situations in which different materials may be used for males and females, and (d) the development of internal procedures which ensure that counseling materials do not discriminate on the basis of sex.

Activity V: Issues of Sex Bias and Sex Fairness (Objectives 1 and 2)

1. Prior to the class session each student is to read the "Summary of the Guidelines and Recommendations for Sex-Fair Use of Career Interest Inventories" (included with this lesson).
2. Conduct a class discussion on the points contained in the guidelines and recommendations.
3. The points covered in the guidelines and recommendations comprise the current issues of sex bias in career measurement. Students should make note of the topical areas covered.

Activity VI: Identifying Sex Bias in Interest Inventories (Objective 3)

1. Prior to this lesson students are to read Tanney's "Face Validity of Interest Measures: Sex-Role Stereotyping" (1974).
2. Prior to this lesson students are to be instructed to take three of the frequently used interest inventories: *The Kuder Occupational Interest Survey, Form DD* (Kuder, 1971); *The Self-Directed Search* (Holland, 1972); and *The Strong-Campbell Interest Inventory* (Campbell, 1974). Students are to take these inventories in advance of this class so that the interest printouts or profiles will be complete.
3. Divide students into three groups. Each group is to be assigned one of the three major inventories to analyze according to the guidelines and recommendations for sex-fair use of career interest inventories.
4. Each group is to share with the large group the conclusions of their analysis. Students should compare their findings with those of Tanney (1974).
5. Finally, students are to compare the results of their personal interest

printouts and profiles against the positive and negative conclusions of the group analysis and Tanney's (1974) analysis.

Activity VII: Interest Measurement and Minority Group Women (Objective 4)

1. Prior to this lesson students are to read Gump and Rivers' "A Consideration of Race in Efforts to End Sex Bias" (1975).
2. Students are to develop a list of sex-bias problems unique to minority women which are discussed in the Gump and Rivers article.
3. Facilitate a class discussion on the sex-bias problems which the students have summarized.
4. Students are to divide again into the three small groups that analyzed and critiqued the interest inventories. Students are to brainstorm ways that each of these inventories can treat the unique problems of minority females. Each group is to share its summaries of suggestions with the large group.

SEX BIAS IN CAREER COUNSELING

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APPENDIX: READINGS AND WORKSHEETS

ACTIVITY I: AN ATTITUDE QUESTIONNAIRE FOR COUNSELORS*

Joanna Allman

Directions: Place a check in the appropriate blank.

Yes	No		
____	____	1.	Do you believe a woman's place is in the home?
____	____	2.	Would you respect a man less if he decided to stay at home and take care of his children while his wife worked?
____	____	3.	Do you believe that there are many jobs (i.e., school principal, construction worker, police officer) in which men should be given preference over women in being hired or promoted?
____	____	4.	Do you believe that a woman can't make long-range plans for her career because they depend on too many factors over which she has no control (i.e., husband's plans, birth of children, etc.)?
____	____	5.	Do you think boys have little need to learn to grocery shop, clean house, cook and care for children because women will take care of these tasks?
____	____	6.	Do you think girls have little need to learn to fix things around the house, do basic car maintenance, repair electrical appliances and make sound financial plans because these jobs are more appropriate for men?
____	____	7.	Are any of the following jobs unsuitable for a woman: (a) treasurer of a large company, (b) editor of a newspaper, (c) machinist, (d) airplane pilot, and (e) welder?
____	____	8.	Are any of the following jobs unsuitable for a man: (a) nurse, (b) kindergarten teacher, (c) cosmetologist, and (d) typist?
____	____	9.	Do you call the secretaries at school the "girls in the office" and refrain from calling the principal the "boy in the office"?
____	____	10.	Do you think that most women will have great difficulty in combining a career with marriage and children?
____	____	11.	Do you still use words like policeman, businessman, foreman, craftsman, sales lady, cleaning woman, lady lawyer, or male nurse?
____	____	12.	Do you think it is natural for men to have the top responsible jobs in a country?

From: J.A. Allman, "Title IX and the Guidance Counselor," *The Quest for Equality*. Bloomington: Indiana University General Assistance Center, 1977.

ACTIVITY II: A DOUBLE STANDARD OF PSYCHOLOGICAL HEALTH: SUMMARIES OF RESEARCH

The classic research which indicates that many mental health professionals operate on a double standard of health for men and women was conducted by Broverman and her associates in 1970. They developed a 122-item questionnaire and three sets of instructions: describe a healthy, mature, socially competent (a) adult, sex unspecified, (b) man, or (c) woman. The clinicians who responded to the questionnaire judged healthy women more submissive, less independent, less adventurous, more easily influenced, less aggressive, more emotional, less competitive, more excitable in minor crises, more emotionally fragile, more conceited about their appearance, and less objective than healthy men. The results indicate that behaviors judged healthy for an adult, sex unspecified, resemble behaviors judged healthy for men but differ from behaviors judged healthy for women. The investigators questioned whether the constellation of behaviors judged as healthy for females could describe a healthy mature individual (Broverman et al. 1970).

Nowacki (1973) replicated the Broverman study using a sample of male and female introductory psychology students. Two rating scales were used. On both scales there was a significant difference (at the .05 level) between the mean ratings for a mentally healthy male and female. These findings parallel the conclusion of the Broverman research.

Delk and Ryan (1975), using an adaptation of the Broverman questionnaire, found that some therapists stereotyped to a greater degree than others. Among their subjects, female professional therapists stereotyped least, approaching statistical significance.

Maslin and Davis (1975) studied sex-role stereotyping as a factor in mental health standards among counselors-in-training. They concluded that professional concepts of mental health for adults were in accord with nonprofessional ideas of socially desirable traits. Like Delk and Ryan, Maslin and Davis found that males and females disagreed in their expectations of a healthy female.

LaTorre (1975) studied the relationship between gender and age and attitudes toward the "mentally ill." His sample was composed of male and female undergraduate students. They read two case histories: one of an obsessive-compulsive patient, and the other of a schizophrenic patient with paranoid tendencies. The age and gender of the patient was manipulated in each case history so that patients were represented as male or female, and young or old. The results indicated that: (1) the schizophrenic female patient is viewed as needing more psychiatric help than the same patient when presented as a male (significant at the .02 level), (2) there is a trend for the young, male schizophrenic to be rated as less severely ill than either the young or old female schizophrenic, and (3) age considerations are not significant. The first result is not surprising when one considers that schizophrenic symptoms are usually less "feminine."

A study by Abramowitz et al. (1973) looked at the effect of politics and sex on clinicians' judgments of mental health. The article is revealingly subtitled "What non-liberal examiners infer about women who do not stifle themselves." Seventy-one professional counselors were given bogus clinical protocols which varied only with respect to sex and political inclination (right or left) of the testees. The examiners, led to believe that they were participating in a survey aimed at generating normative data, were asked to infer the psychological status of the testee. The less liberal examiners attributed significantly greater psychological maladjustment to the left politically active female client than to her male counterpart. This was not true for the more liberal examiners.

ACTIVITY IV: SUMMARY OF TITLE IX GUIDELINES ON COUNSELING

Title IX of the 1972 Educational Amendments

Section 86.36 Counseling and Use of Appraisal and Counseling Materials.

(a) **Counseling.** A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) **Use of appraisal and counseling materials.** A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) **Disproportion in classes.** Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

Unit III
Lesson 16

FEMINIST APPROACHES TO COUNSELING AND THERAPY

INTRODUCTION

Feminist approaches to counseling and therapy utilize a variety of therapeutic techniques (Wyckoff, 1977; Mander and Rush, 1974; Brodsky, 1976; Rawlings and Carter, 1977; Lerman, 1976; Rush, 1973); however, there is a basic set of assumptions which seems to be common to the various approaches. Rawlings and Carter (1977) have attempted to differentiate the assumptions underlying non-sexist therapy from the assumptions underlying feminist therapy. Rawlings and Carter argue that while both approaches encourage clients to determine their own destinies without the construction of culturally prescribed sex-role stereotypes, and while both approaches attempt to facilitate equality (in personal power) between females and males, feminist therapy incorporates the political values and philosophy of feminism in its therapeutic values and strategies while nonsexist therapy does not.

Rawlings and Carter (1977) explain:

> *Feminism insists that (1) males and females should have equal opportunities for gaining personal, political-institutional, and economic power and that (2) interaction between persons should be egalitarian. Feminist therapists, therefore, are intolerant of the mysticism and authoritarian power of traditional therapists. Nonsexist therapists may function in an egalitarian model also, but they do so from humanistic motivations and not, as feminist therapists, from a political position.*

And

> *In regarding feminist and nonsexist therapies as different, we do not imply that one is better than the other. Rather, we believe that one may be more appropriate than the other, depending upon the client. Nonsexist therapy should be used with traditional female clients for whom the tenets of feminism are threatening; feminist therapy should be used for female clients who are dissatisfied with the constriction of the culturally defined role for women and are seeking alternatives.*

Many feminist therapists argue that therapy, in feminist terms, means healing, not helping (Mander, 1977; Wyckoff, 1977). Stressing the importance of working in groups, analyzing collective oppression, sharing private information regarding the female experience in a patriarchal culture, and encouraging the assumption of responsibility for one's own life, many feminists are recognizing that *feminism is therapeutic* for women. Rush (1974) argues that "from sharing our personal struggles, we can recognize what we need to heal in ourselves and what needs to be healed in our culture."

Stressing the importance of integration in feminist therapy, Rush (1973) discourages the use of dichotomies of mind/body, personal/political, work/play, action/feeling, subjective/objective. Mander (1977) also stresses:

> *Feminism integrates the subjective and the objective, the rational and the intuitive, the mystical and the scientific, the abstract and the concrete aspects of the universe and considers them harmonious parts of a whole, rather than opposites of one another. We do not believe that there is such a thing as a "masculine" and a "feminine" side of human nature and that one is active and the other passive. Instead, we believe that active and passive are forces that function in harmony with one another and that they are totally interrelated, like the tides and the moon.*
>
> *Our cycles teach us a great deal about ourselves; they have information to which we are now beginning to pay serious attention. We, as women, have always been aware of how our bodies and our mind-feelings are coordinated and integrated. It has been a strain to relate to the world of separation, to rationalism, to an ordering and classifying of systems that do not correspond to our perceptions of reality. Now we are validating our information, and we are beginning to observe ourselves. The emphasis that rationalists have placed on the intellectual, the visible, the tangible has kept them from being tuned into the other equally important forces operating all around us. We do not mean to do away with the rational process, but we want to integrate it with the intuitive process.*

To eliminate such dichotomies as mind/body, feeling/action, personal/political has revolutionary implications for therapy, counseling, and human growth.

This lesson is designed to explore the various approaches to feminist therapy and the assumptions underlying nonsexist and feminist therapy. The issue of sex of therapist/sex of client(s) is also addressed in this lesson.

OBJECTIVES

1. **To examine assumptions and strategies of non-sexist and feminist approaches to growth.**

2. **To identify sexist and feminist practices in therapy.**
3. **To explore impact of sex of therapist on women clients.**
4. **To understand the concept of integration or elimination of dichotomies in feminist therapy.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings. If feminist counselors are available to serve as resources in your class, invite them to attend after students have read assigned readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: Assumptions and Strategies of Feminist Growth Models (Objective 1)

1. Assign the reading of Rawlings and Carter, "Feminist and Nonsexist Psychotherapy," 1977; Lerman, "What Happens in Feminist Therapy?" 1976; and Mander and Rush, "Feminism as Therapy," 1977.
2. Ask individual students to choose one additional reading from the bibliography (or one they discover on their own) which deals with feminist approaches to counseling, therapy, and growth.
3. Students should compare and contrast the assumptions and practices utilized in the four readings in a written outline form.
4. Class discussion should then be utilized to conduct a group comparison of individual analyses with the goal of developing a class statement on assumptions and strategies of feminist growth models.
5. Duplicate the final paper and make it available to all class members.

Activity II: Identifying Sexist and Feminist Practices in Therapy (Objective 2)

1. Following Activity I, assign the reading of Rawlings and Carter, "Comparative Case Analyses of Sexist and Feminist Therapies" (1977).
2. Ask students to analyze the differences in the traditional and feminist practices utilized in the two cases reviewed in the article:
   a. What are the assumptions implicit in the traditional approaches?
   b. What are the assumptions implicit in the feminist approaches?

3. As an additional step in this acitvity, students could read "The Psychodynamic Psychotherapy Experience" in *Psychotherapy: The Hazardous Cure* by Tennov, 1976. This article could be used as additional material from which traditional assumptions and practices could be analyzed and evaluated.

* *Editor's Note:* Annette Brodsky is coordinating the development of videotaped cases for use in training feminist counselors and therapists. She can be contacted at: Department of Psychology, University of Alabama, Tuscaloosa, Alabama.

Activity III: Sex of Therapist/Sex of Client (Objective 3)

1. Assign the reading of "Women Counselors for Women Clients? A Review of the Research" by Tanney and Birk (1976); pp. 70-74 of Rawlings and Carter, *Psychotherapy for Women: Treatment Toward Equality;* and "Women in Behavior Therapy" (Lazarus, 1974).
2. After the students have read the assigned articles, conduct a class discussion using the following questions:
   a. Does the sex of the therapist make a difference in regard to female clients? In what cases?
   b. Should male therapists counsel women; if so, under what conditions?
   c. Are male therapists ever preferable to female therapists in counseling women?
   d. Who can do feminist therapy?
   e. What are the important variables in the sex of the counselor/sex of the client counseling issue?
3. Alternate Activity:
   a. Have all the students write a one-paragraph description of a type of client they have had or expect to have who they feel would benefit from having a counselor or therapist who was a female feminist.
   b. Have them write a description of a client who would benefit from having a male with feminist awarenesses and values as counselor or therapist.
   c. Have them write a description of a client who would benefit from having a traditional female counselor or therapist.
   d. Have them write a description of a client who would benefit from having a traditional male counselor or therapist.

   e. Be sure the paragraphs include a rationale for the special benefit of having a counselor/therapist of the designated sex and philosophical orientation.
   f. Ask students to volunteer to read aloud their descriptions and rationales and ask for student comments.

Activity IV: Eliminating Dichotomies: Integration in Feminist Therapy (Objective 4)

1. Ask students to read: pp. 13-32 and 93-119 of *Feminis[illegible] Therapy* by Mander and Rush; pp. 17-43 of *Getting Clear: Body Work for Women* by Rush. Students should skim: *Bodymind: The Whole Person Health Book* by Miller (and try to ignore his use of generic "man") and *The Well-Body Book* by Samuels and Bennett.
2. Students should be asked to:
   a. Engage in regular, daily physical exercise of their choice.
   b. Engage in at least two of the exercises/activities in the assigned readings each week.
   c. React to a and b in a personal journal in which they write for the duration of the course.
3. Regular class discussion should occur throughout the course in which students discuss:
   a. Reactions to activities and physical exercise.
   b. Techniques for eliminating dichotomies.
   c. Implications of integration for feminist therapy techniques.

FEMINIST APPROACHES TO COUNSELING AND THERAPY

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APPENDIX: READINGS AND WORKSHEETS

ACTIVITY I: SUMMARY COMPARISON OF NON-SEXIST AND FEMINIST APPROACHES

According to Rawlings and Carter (1977), the following are nonsexist assumptions and strategies (which feminist therapy also incorporates):

ASSUMPTIONS

The therapist is aware of her/his own values.

There are no prescribed sex-role behaviors.

Sex-role reversals in life style are not labeled pathological.

Marriage is not regarded as any better an outcome of therapy for a female than for a male.

Females are expected to be as autonomous and assertive as males; males are expected to be as expressive and tender as females.

Theories of behaviors based on anatomical differences are rejected.

STRATEGIES

The therapist does not use the power of her/his position to subtly reinforce or punish clients for exhibiting "appropriate" or "inappropriate" feminine or masculine behaviors.

Diagnoses are not based on a client's failure to achieve culturally prescribed sex-role behaviors.

Sex-biased testing instruments are not used.

In addition to the above, feminist therapy includes the following assumptions and strategies:

ASSUMPTIONS

The inferior status of women is due to their having less political and economic power than men.

A feminist therapist does not value an upper- or middle-class client more than a working-class client.

The primary source of women's pathology is social, not personal; external, not internal.

The focus on environmental stress as a major source of pathology is not used as an avenue of escape from individual responsibility.

Feminist therapy is opposed to personal adjustment to social conditions; the goal is social and political change.

Other women are not the enemy.

Men are not the enemy either.

Women must be economically and psychologically autonomous.

Relationships of friendship, love, and marriage should be equal in personal power.

Major differences between "appropriate" sex-role behaviors must disappear.

STRATEGIES

Before therapy begins, therapists have an obligation to make explicit to the client their values regarding women's roles (or any other relevant values).

Whenever possible, the personal power between the client and therapist approaches equality.

Women are encouraged to be autonomous people.

Before therapy begins, the client and therapist enter into a contract specifying the behavior the client wants to change.

Sex-role analysis is employed as a treatment technique.

It is not sufficient merely to encourage women to develop themselves. They must also be given sufficient personal support and help in analyzing emotional and social barriers to their goals.

Women are taught how to use straight communication and how to drop covert, manipulative behavior.

Women are taught when to use straight communication.

Women should have the means or the skills to be financially independent.

The therapist usually takes what the client says at face value.

The therapist confronts contradictory behavior.

The therapist assumes that the client is her own best expert on herself.

The client is given the tools to be her own therapist.

Diagnostic testing is not ordinarily used.

If a client is given tests, she is entitled to the results.

The client has access to reading whatever is in her chart, especially material being shared with other agencies or professionals.

The therapist does not use diagnostic labels.

Feminist therapy with women is done most effectively in groups.

Engaging in social action is an essential professional responsibility of therapists.

Clients are encouraged to engage in social action on their own behalf.

UNIT IV

CRITICAL INCIDENTS IN FEMALE DEVELOPMENT: COUNSELING ISSUES

Unit IV
Lesson 17

DEPRESSION IN MIDDLE-AGED WOMEN

INTRODUCTION

This lesson focuses on depression in middle-aged women,with special attention to the empty nest syndrome, learned helplessness, and strategies for alleviating crises in women.

Adjusting to middle age requires that women must experience and accept loss of a youthful appearance and the ability to bear children. In a society that socializes women to define their identity largely in terms of the reproductive aspect, its loss can bring severe emotional crisis. The loss of the biological capacity for conceiving a child often occurs at the same time that one's children are becoming independent and leaving home, producing what Bart (1971) labels the "empty nest syndrome."

Loss of the motherhood role for a woman who has defined herself totally in that role demands that a new self-concept be developed. New significant others must be found, new outlets for energy and fulfillment located. For a woman who has been isolated within a household, this transition can be extremely difficult. A woman whose role as a homemaker has been devalued by society often feels that she has no marketable skills, and that she has outlived her usefulness to others and hence to herself.

Bart concludes that the woman most likely to suffer severe depression is the one who has acted out the stereotypical feminine role described above. Her review of cross-cultural studies refutes the possibility that the depression originates in the biological changes of menopause. She suggests that if a woman's sense of self-worth results from her own accomplishments rather than those of her husband and children, she will be much less vulnerable to depression and breakdown when significant others leave.

In regard to Black women, Bart's research indicated that certain societal values of the Black culture may decrease the incidence of depression in middle age. Specifically, she notes that the extended family network continues to value the contributions of an "aunty" or "granny"; Black women are more likely to work outside the home than white women, lessening the tendency to identify totally with the homemaking role; and the sexual value system of the Black culture regards middle-aged women as attractive sexual beings at the peak of their sexuality, while white, male-dominated society views younger women as the sexual ideal.

Another common cause of depression in middle-aged, white women is their socialization into a pattern of learned helplessness, a socialization process which devalues rather than rewards female accomplishments and fosters feelings of dependency and inadequacy. The work of Seligman and his associates (1975) has documented the relationship between learned helplessness and depression. They propose that the female child's socialization results in the feeling that she has little control over what happens to her. This feeling of helplessness limits the development of an ability to cope with stress and often produces depression in stressful situations.

Thus, two major causes of depression in middle-aged women are related to female socialization into the traditional female role. The standard treatment (tranquilizer, tranquilize her) does not address the source of her problems. Indeed, medication, along with other "adjustment models of mental health" approaches to the problem, must be stopped. Problems originating in the environment can be solved through environmental manipulation. It is imperative that counselors and therapists be able to realistically conceptualize the problems of depression in middle-aged women.

OBJECTIVES

1. **To demonstrate an understanding of the factors contributing to depression in middle-aged women.**
2. **To be able to describe the characteristics of women most likely to be affected by depression in middle age.**
3. **To describe strengths in the Black culture that result in a lower incidence of depression in middle-aged Black women.**
4. **To demonstrate an understanding of factors contributing to learned helplessness in some women and strategies for eliminating helplessness.**
5. **To be able to conceptualize strategies and alternatives to help women recognize and cope with middle age in constructive ways.**

FACILITATOR PREPARATION

Read the articles marked with an asterisk in the bibliography of this lesson. Select the learning activities and objectives most appropriate for your learning/teaching situation. You may wish to invite as guest speakers several women who have successfully dealt with a middle-age crisis.

SUGGESTED LEARNING ACTIVITIES

Activity I: Middle Age and Women's Depression (Objectives 1, 2, and 3)

1. Ask the class to read the article "Depression in Middle-Aged Women" by Bart (1971) with the following questions in mind:
   a. What changes occurring in middle age contribute to depression in women?
   b. What are the characteristics most likely to be affected by depression in middle age?
   c. What cultural differences in Black society may result in less depression in middle-aged Black women?
   d. What behavior problems other than depression might be a consequence of middle-age crisis?
   e. To what extent do you feel that menopause contributes to depression in middle age?
2. Discuss these questions with the class after they have read the article.

Activity II: Middle Age and Making It (Objectives 1, 2, 3 and 5)

1. Invite as guest speakers several women who have successfully dealt with a middle-age crisis. As a panel, they might compare notes on their experiences and the successful resolution of their crisis.
2. The instructor might submit a list of questions to each panelist in advance, so that each will speak on some common topics.
3. If possible, include women from a variety of racial and ethnic backgrounds.

Activity III: Counseling Role Play (Objectives 1, 2 and 5)

1. Ask two students to volunteer to role play a counselor and client in the process of defining the goal of counseling with a depressed middle-aged woman who is suffering from the empty nest syndrome. Be sure to specify short- and long-term goals. Have the students discuss any barriers that seem to stand in the way of reaching these goals.
2. The role-playing scene should portray approximately the third interview in the counselor/client interaction and should last ten to fifteen minutes.

3. Have the class respond with positive feedback and some alternative methods for overcoming the barriers this client has mentioned

Activity IV: Brainstorming Strategies (Objectives 1, 2 and 5)

1. Assign reading "The Sleeping Beauty Script" and "Claiming Our Own" in *Women as Winners* by Jongeward and Scott, 1976.
2. Divide the class into four groups.
3. Have each group brainstorm some activities to use with a group of middle-aged, depressed women who are attempting to redefine their identities for themselves.

Activity V: Eliminating Learned Helplessness (Objective 4)

1. Present an overview of Seligman's et al. (1975) research on learned helplessness.
2. Have students suggest ways in which the traditional socialization process trains girls and women to abdicate active control over their lives. Write these on the board.
3. Have students discuss ways in which counselors and psychologists can work to eradicate this "helplessness programming" from schools, parents, and the media.

Activity VI: Assertion and Depression (Objectives 1, 2, 4 and 5)

1. With reference to Seligman's et al. (1975) research, discuss the potential benefits of assertiveness training for depressed women who typify the stereotyped feminine role.
2. Divide the class in pairs. Have each pair generate a scene in which the woman wants to be assertive and open about what she wants. They are to describe the scene, why it is important, and the socialization message that must be disputed in order to successfully communicate openly.

Activity VII: Student Project on *Passages: Predictable crises of adult life* by Gail Sheehy (Objectives 1, 2, 4 and 5)

1. Identify a student who will carefully prepare a report on *Passages* with special attention to mid-life crises in women.

2. After the student's report, engage the class in a discussion of strategies and skills for middle-aged women to use in meeting the crises of middle age.

DEPRESSION IN MIDDLE-AGED WOMEN

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Unit IV
Lesson 18

CRISIS IN MARRIAGE

INTRODUCTION

This lesson focuses on the relationship of stereotyped roles to women's marital satisfaction, with special emphasis on problem-solving strategies for "troubled" relationships. In her article "The Paradox of the Happy Marriage," Bernard (1971) summarizes the research of a number of sociologists who found that men report satisfaction with marriage more often than women. According to Bernard, all available studies show that women make more concessions in marriage than men. This literature survey also found that, overall, more married than single women were reported to be depressed, passive, and phobic, with at least half of the married women falling into one or more of these three categories. Thus the counselor/therapist should be aware of some of the built-in challenges and problems of the traditional wife/mother role.

OBJECTIVES

Students should be able to:

1. **Discuss the research and theory on the relationship between mental heath and marriage for American women. Related readings: Bernard, 1971; Rice and Rice, 1973; Gove and Tudor, 1973; Chesler, 1972.**
2. **Identify the stereotypical expectations that the wife/mother role holds for American women. Related readings: (*Syfers, 1971; *Bernard, 1974; Gillespie, 1976; Lazarre, 1976; Friedan, 1963).**
3. **Demonstrate viable techniques for moving from general to specific concerns with a wife/mother client who is "generally dissatisfied or depressed." Related readings: *Polster, 1974.**
4. **Describe techniques for turning plans into action or implementing change in the marriage relationship. Related readings: *Phelps and Austin, 1975, pp. 48-51; *Laws, 1975; Johnson, 1972; Bach and Wyden, 1968.**

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* Readings to be assigned to the class. See "Facilitator Preparation," p. 152.

5. **Conceptualize the difficulties of the wife/mother role in the framework of three counseling theories: Transactional Analysis, Gestalt, and Rational Emotive Therapy. Related readings: *Steiner, 1976; *Wyckoff, 1976; *Polster, 1974; *Ellis, 1973; and *Ellis and Harper, 1975.**

FACILITATOR PREPARATION

Select the objectives from this lesson which are appropriate for your class. Read the related readings, which are listed with the objectives. Assign the related readings marked with an asterisk for the class to read. Select the learning activities most appropriate for your learning/teaching situation.

SUGGESTED LEARNING ACTIVITIES

Activity I: Expectations (Objectives 1 and 2)*

1. Have one woman sit in a chair facing another woman sitting in a chair. While one woman remains silent, the other tells her all the things she should do to be a good wife and/or mother. Allow five minutes. If the woman speaking gets "stuck," other students may make suggestions.
2. When time is up, have the listener tell how she feels about trying to live up to these expectations. Then solicit other student reactions to these expectations.
3. The exercise may be repeated with two men, using the words "husband/father." Have students react to the differences in expectations.
4. Do they feel that men's or women's expectations are more difficult, more rigid, more restrictive, more "rational"?
5. At the end of the exercise, discuss with the class the Bernard article, "The Paradox of the Happy Marriage," and the Syfers article, "I Want a Wife."

Activity II: Rational Emotive Technique (Objectives 3 and 5)

1. Have two students make a presentation to the class explaining the application of the Rational Emotive Technique (Ellis, 1975). They

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* Adapted from an exercise in *Getting Clear*, by Anne Kent Rush, 1973.

should explain how the technique would be used with a client who has chosen the wife/mother role, but who wants to escape some of the pressure she feels to be perfect in her chosen role.

2. The first part of the presentation should be a brief ten-minute introduction to the conceptualization in R.E.T. of the effects of perfectionist standards.
3. The second part of the presentation may be a role play of approximately the fifth interview with the client described above.

Activity III: Lady Atlas and Mother Hubbard (Objective 4)

1. Have the class read the descriptions of the scripts of Lady Atlas and Mother Hubbard (from *Women as Winners* by Jongeward and Scott).
2. Have class members discuss how these women are fulfilling the traditional feminine role.
3. Ask the following questions:
    a. Do any of the behaviors in these scripts sound familiar to any of you?
    b. Do they remind you of mothers, aunts, sisters, cousins, yourselves?
4. Have students suggest counseling strategies useful in working with a Lady Atlas or Mother Hubbard who wants to change.

Activity IV: Implementing Change in a Marriage Relationship (Objective 4)

1. Break the class into small groups.
2. Have each group choose a counseling or therapy technique for implementing change in a marriage relationship. Such techniques may include creative fighting (Bach and Wyden, 1968), assertiveness training (Phelps and Austin, 1975), communications skills (Johnson, 1972); see also Chapters 16, 17, and 18 in Gurman and Rice (1975); behavioral-exchange models (e.g., Chapter 13 in Gurman and Rice, 1975).
3. Have each group make a brief (ten-minute maximum) presentation explaining each technique and how it could be used to reduce role stereotypes in a traditional marriage.

Activity V: Reaction Paper (Objectives 1 and 2)

1. Ask students to write a brief reaction paper to the article "A Feminist View of Marital Adjustment" by Judith Long Laws (in Gurman and Rice, 1975), or to *The Feminine Mystique* by Betty Friedan (1963).

CRISIS IN MARRIAGE

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Unit IV
Lesson 19

WIDOWHOOD

INTRODUCTION

This lesson focuses on the grief process and the practical considerations of widowhood. The distress experienced at the death of their husband is the closest many women come to feeling that they are "going crazy." Along with grief, a widow may also feel guilty ("I should have called the doctor sooner"); angry ("He didn't prepare me for this"); and fearful ("I've never been alone before"). Usually there are accompanying social adjustments and financial problems. An understanding of the grief process and the practical considerations of widowhood will usually help the bereaved maintain hope for the future.

It is also important to note that the problems of widowhood are different for younger and older, higher and lower socioeconomic level women. The long-term consequences of widowhood seem to be socioeconomic in origin rather than orginating from bereavement itself.

Bereavement is often worse for women than men due to the loss of a large portion of their social identity—their identity as wife. Women who have a well-developed sense of their own identity adjust more easily to widowhood. Thus, in counseling widows, identity development may be one of the counselor's/therapist's major tasks. However, students should be made aware of the studies which show that a widow-to-widow helping relationship is often more effective than the therapist-client relationship.

OBJECTIVES

1. **To be able to divide the grieving process of widowhood into three stages, briefly describing each stage in terms of emotions, behavior and duration. Related readings: Kreiss and Pattie, 1969; see also Gregg and Becker, 1975; Golan, 1975.**
2. **To be able to explain why having a strong sense of personal identity eases the adjustment to widowhood (Lopata, 1973b, 1973c).**

3. **To be able to list and briefly explain three ways friends can be most helpful and three ways they can be unhelpful to those who have recently been widowed (Epstein et al., 1976; Kreiss and Pattie, 1969; Caine, 1974).**
4. **To be able to describe five strategies for working through the separation and loss experienced by widows (Peterson and Briley, 1977).**
5. **To be able to differentiate among the problems experienced by older and younger widows and by those from upper and lower socioeconomic levels (Wyley and Hulicks, n.d.; Lopata, 1973c).**
6. **To be able to understand the arguments that a widow-to-widow relationship is better than a therapist/counselor-client relationship; to describe the four elements of a successful program; and to describe the three main learning tasks of clients in a program (McCourt et al., 1976; Silverman, 1970).**
7. **To be able to describe the symptoms of grief (Clayton et al., 1971 and 1972).**
8. **To examine personal feelings experienced as a result of talking with a person who is in a period of profound grief.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 3, 8)

1. Assign the readings marked with an asterisk in the bibliography.
2. Conduct a class discussion. Have students generate a list of the non-helpful, feeling-denying sentences that people say in response to a person experiencing grief (e.g., Time heals all wounds. Why don't you just snap out of it? Have a drink. Why don't you take a trip and get away from it all? You've got to be strong for the children.). Then discuss why people are very uncomfortable discussing death and feelings of aloneness. What are the origins of death denial in our culture?

Activity II: (Objectives 4, 6, 7 and 8)

1. Assign the readings marked with an asterisk in the bibliography.
2. Role playing: Have two or three students prepare the following role play which one of them will act out:

   Jane S. is a middle-class white woman whose husband, Bill, was killed in an auto accident six months ago. They had been happily married for ten years. They had no children.

   She had worked for several years as assistant director of a large community volunteer organization, for which she was paid $3,000 a year. At the time he died Bill was making $20,000 a year. Two years previously they had invested all of their savings on a down payment for a small farm, where they eventually had planned to build a house. Bill had considered this investment to be his major life insurance. However, the unimproved land would not be easily liquidated into cash. His only cash insurance policy was for $10,000. Jane and Bill had been very close. They had loved and confided everything in each other. Many of their leisure activities were shared interests. Their sexual relationship had been very rewarding. Each was very proud of the other and they were admired and liked by their friends. They enjoyed socializing regularly.

   When Bill died, Jane went into severe shock, for which her doctor prescribed a strong sedative. Her sister came to stay with her for a month and helped with funeral arrangements and other social responsibilities. Jane was not able to help at all in these matters. When she spoke at all, she spoke of her disbelief that Bill was gone and of her feeling that life was no longer worth living. She rarely left the house and felt unable to return to her job. She felt lifeless and numb, unable to face other people or make decisions.

   After six months Jane had still not returned to her job or made any financial decisions. She was not sleeping or eating well. Friends no longer visited her. She felt truly abandoned and alone, helpless and hopeless. She finally called her minister and told him of her despair. He recommended that she seek counseling and gave her some names and phone numbers to call.

   Instructions:

   The scene to be played shows the first counseling interview with Jane. Have one student play the counselor. The student playing Jane should emphasize her loneliness, desperation, hopelessness, and helplessness. The student counselor should focus on empathic listening and responding. Length of scene: 10-15 minutes.

Have the rest of the class silently pretend that they are the counselor. They are to write down the emotions they feel in response to this client. Also have them write the random thoughts that go through their minds as they listen to this client. After the scene, have all students share their feelings first. Write the list of feelings words on the board. Then process the random thoughts. Where do the thoughts and feelings come from? Are they helpful to the counseling process? Is this a client they want to work with? Why or why not? Are they uncomfortable with negative feelings for a client?

Activity III: (Objectives 1 and 4)

1. Have students read *Widows and Widowhood* by Peterson and Briley (1977) before beginning this activity.
2. Role play the situation described in Activity II, but have the counselor describe to Jane the specific techniques which she might use to begin working through her loss.
3. Allow students who are observers to assist the counselor whenever the counselor's ideas become depleted.

Activity IV: (Objectives 2 and 5)

1. Have students read Lopata's articles (1973) and Wyley and Hulicks's paper (n.d.) before beginning the exercise.
2. Divide the class into four groups and assign each a role: young widow and older widow from lower socioeconomic class; young widow and older widow from upper socioeconomic class. Let each group spend 20 minutes discussing and listing the problems which they are encountering as that particular widow.
3. Have groups share their lists with the entire class and discuss the aspects of each widow's personal identity which could be most likely to ease her transition into widowhood.

WIDOWHOOD

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Unit IV
Lesson 20

DIVORCE

INTRODUCTION

This lesson focuses on the challenges and problems encountered by the divorcing woman, with special emphasis on strategies for facilitating the redefinition of roles for divorced women. Women in the process of divorce often experience difficulty because of the loss of their role as wife and because they have not been socialized to function autonomously. Identity problems are often inevitable for women in the traditional female role, since both wife and mother roles are inherently passive in terms of identity formation and require the subjugation of oneself to the needs of others.

Women are usually socialized to feel ashamed of experiencing self-seeking desires, and to feel guilty if they do something significant for themselves. Although this is a problem for many married women, it becomes a bigger problem for women who are divorcing, for they are faced with the necessity of reorganizing this values system. Counselors/therapists should be prepared to facilitate effective decision-making and values-clarification when working with divorcing women.

In general, divorcing women need to replace stereotypic feminine values and behaviors with realistic emotional, legal, economic, parental, and social-coping behaviors. They need to prepare for more assertive, autonomous functioning, and they need to learn self-nurturance as they think and plan for themselves. Only then can a divorced woman begin the task of creating a healthy, new life.

OBJECTIVES

1. **To demonstrate an understanding of the problems faced by the divorcing woman whose self-identity is primarily that of wife. Related readings: Bardwick, 1971; Lopata; 1971; Stevens, 1971.**
2. **To be able to describe some of the emotional, legal, economic, parental, social and psychological issues with which divorcing women must cope. Related readings: Aslin, 1976; Bohannon, 1972.**

3. **To discuss the feelings, attitudes, and behaviors of divorcing and divorced people, and to relate the trauma experienced by divorcing persons to the cultural negative interpretation of divorce in terms of a self-fulfilling prophecy. Related readings: Fisher, 1974; O'Brien, 1973; Weiss, 1975; Gettleman and Markowitz, 1974.**
4. **To explain the possible positive aspects of divorce. Related readings: Krantzler, 1973; Gettleman and Markowitz, 1974.**
5. **To examine personal values regarding divorce.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITES

Activity I: (Objectives 2, 3 and 4)

Have each student interview two women concerning the difficulties they experienced during and following divorce. Questions should focus on emotional reactions to divorce, and the difficulties, challenges, and surprises faced in reestablishing their life without a spouse. Give students an opportunity to brainstorm questions on this topic before interviews. Be certain students obtain permission from interviewees to discuss the answers in class. After interviews are completed, have students compile a list of the most frequent concerns. Then have students brainstorm techniques for dealing with these concerns in counseling.

Activity II: (Objective 2)

After Activity I has been completed, divide students into six groups. Each group must pick one of the following areas and list possible problems divorced persons might experience in that area: emotional, legal, economic, parental, social, psychological. Which ones are caused by society's cultural or institutionalized conception of divorce as pathological or wrong?

Activity III: Counselor Values Regarding Divorce (Objectives 1 and 5)

Divide the class into two groups. Ask each student in the first group to write down three "good" reasons for a divorce. Ask each student in the second group to write down three "bad" reasons to get a divorce. Then have each student exchange written reasons with a member in the opposite group. Instruct each student to think of a rationale why one of the reasons on the list is not always true, using psychological, sociological, religious, philosophical, or "common wisdom" justifications. Ask for volunteers to give their rationale and leave five or ten minutes for class reactions to each speaker.

Activity IV: (Objective 5)

Discuss the quotation, "Much of a young woman's identity is defined in her kind of attractiveness and in the selectivity of her search for the man (or men) by whom she wishes to be sought" (Erikson, 1964). Is this statement true for you? for your mother? What are the disadvantages to women of their identity being defined totally through family and marriage? How would you conceptualize the differences between a self-identified woman (or man) and an other-identified woman (or man)? Would you consider it pathological for a man to derive his sense of identity solely from his parents or wife and children? Give your reasons.

Activity V: (Objectives 1 through 4)

Any students who are interested may cooperate in designing a two-day workshop aimed at helping divorcing women with the problems they are experiencing and will experience as a result of their divorce.

DIVORCE

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Unit IV
Lesson 21

RE-ENTRY WOMEN

INTRODUCTION

Re-entry women are those who have left school or jobs in order to marry and raise a family and, after a period of time, decide that they want to return to either their education or a paid job, i.e., to re-enter the labor force or educational system. Such women must overcome a number of social and psychological barriers in order to succeed in their goals. Such barriers include job discrimination in the training and hiring of women workers, as well as some women's own tendency to downgrade their abilities. This lesson is designed to acquaint the learner with the needs of re-entry women and strategies and materials for effective counseling.

Opportunities for working women are generally restricted to traditional women's work such as teaching, nursing and social work as professions, or jobs in offices and shops, or in unskilled or semiskilled manufacturing jobs or service occupations. The traditions which limit women's employment are even more restrictive of older, re-entry women who have been absent from the labor market while raising a family. Re-entry women seldom obtain the level of work of which they are capable, which results in frustration and low financial reward; in addition, there is a loss of talent to the community. Counselors and therapists need to be aware of such real social problems in order to prevent the labeling of such clients as "paranoid" or "loser."

There are other, more subtle, problems. There is still a cultural expectation that women give priority to their families even when they are working. Regardless of how much the husband helps, the well-being of children and family relationships and functioning are, in the last analysis, the responsibility of the wife/mother. Further, women are socialized to believe that the needs of others always come first. A re-entry woman may need some help in working through these socialization messages in order to minimize conflict in her life.

As re-entering females explore new options, they may bring to the career counseling setting a unique set of problems which differ greatly from the problems of other students on campus.

The cultural set of the re-entry woman and the cultural set of the counselor have a great influence on whether the woman will pursue personal or self-development interests. In addition to the biases in the counselor/client relationship, the counseling tools, materials, and inventories can also have a significant effect upon the outcome of the career counseling interview(s).

An understanding of the re-entry process is essential before one can effectively counsel the re-entry woman. The following are the seven stages in the re-entry process as described by Brooks (1976) and adapted from Matthews (1969):

Preparation Phase

- Stage 1: Vague Discontent
- Stage 2: Inner Preparation
- Stage 3: Intensive Family Involvement

Decision Phase

- Stage 4: Assessment
- Stage 5: Generating Alternatives
- Stage 6: Narrowing Alternatives and Values Clarification
- Stage 7: Implementation and Goal Setting

OBJECTIVES

1. **To understand the specific needs of re-entry women who are returning to educational settings and working environments.**
2. **To be able to explain the role of the following in the re-entry process of women:**
   a. **The traditional role of wife and mother versus shared responsibility for household chores and child rearing.**
   b. **The feelings of guilt and lack of self-confidence that many re-entry women experience.**
   c. **The effect of support or non-support from family and friends.**
   d. **The valuing of the wisdom and knowledge which has come about as a result of a woman's life experiences.**
3. **To understand the phases of the re-entry process as identified by Brooks (1976).**
4. **To understand the limitations of using current career counseling materials and inventories with re-entry women.**
5. **To demonstrate awareness of effective techniques and appropriate materials which can be used in counseling re-entry women.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

Acquire a copy of *Issues in Sex Bias and Sex Fairness in Career Interest Measurement* in order to make available to students the Verheyden-Hilliard article on re-entry women.

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 1 and 3)

1. Students should examine "An Average American Woman's Lifeline" (in Lesson 9, Women in the Paid Labor Force) and "A Woman's Life," included with this lesson. They should read "Supermoms Shift Gears: Re-entry Women" by Brooks, 1976.

2. After students have read the article and examined "An Average American Woman's Lifeline," ask them to do the following with the lifeline exercise:

   a. Draw a horizontal line on a sheet of paper. The line represents your life.

   b. Place a mark (x) on the lifeline which represents where you are today.

   c. To the left of the mark, indicate the highs and lows of your life. The highs, or positive experiences, are drawn above the lifeline; the lows, or negative experiences, are drawn below the lifeline. For example, books, a house, animals, plants, children, may symbolize important events in your life; indicate these significant events and things with pictures which are meaningful to you. Use a series of symbols instead of words to represent the events that have been significant to you.

   d. In a small group, explain the events on your lifeline. Students may pass at any point during the exercise; some students may decide not to explain any particular symbol or event.

3. After students complete their lifelines individually, divide the class into small groups. In the small groups, encourage individual students to share and explain their lifelines.

4. In the small group, students should discuss the ways that the lifeline exercise, "An Average American Woman's Lifeline" and "A Woman's Life" can b [illegible] together to help re-entry women process the following t[illegible]
    a. The traditional role of wife and mother vs. shared responsibility for household chores and child rearing.
    b. The feelings of guilt and lack of self-confidence that many women experience.
    c. The effect of support or non-support from family and friends.
    d. The importance of valuing the wisdom and knowledge which have come about as a result of a woman's life experiences.
5. Conduct a discussion with the entire class regarding the conclusions drawn from the small groups. Students are to relate the topical areas listed in Activity I, #4, to the seven stages of the re-entry process described by Brooks (1976).

Activity II: The Counselor and the Re-entry Woman (Objective 3)

1. Prior to this lesson, each student is to read Verheyden-Hilliard's "Expanding Opportunities for the Re-entry Woman: The Use of Interest Inventories with the Mature Woman," 1975.
2. Each student is to bring to class a list of three ways that counselor-bias can affect the self-development of re-entry women. Students are also to provide a list of ways that a bias-free counselor can enhance the self-development growth of re-entry women.
3. Facilitate a class discussion on counselor-bias, and the bias-free suggestions generated by the students.

Activity III: Career Interest Inventories and the Re-entry Woman (Objective 4)

1. Students are to refer to the Verheyden-Hilliard article.
2. Verheyden-Hilliard suggests that the bias in the interest inventory may inhibit the career alternatives that a woman considers. The following is a list of factors related to career interest inventories that have been identified as possible influences on the re-entry woman's career decision (Verheyden-Hilliard, 1975).
    a. Language
    b. Occupational titles
    c. Items
    d. Instructions

   e. Single-sex inventory
   f. Age of user

3. As a homework assignment, students are to explore each area and write explanations for how each factor can influence the re-entry woman's career decisions.

4. Based on the recommendations and conclusions suggested by Verheyden-Hilliard (1975), students are to brainstorm ways in which counselors can deal effectively with (a) the cultural set of the re-entry woman, (b) the cultural set of the counselor, (c) the interest inventory.

5. Students are to consider these suggestions in small groups and share their conclusions with the entire class.

Activity IV: (Objective 2)

1. Ask students to read "Supermoms Shift Gears" by Brooks and "Expanding Opportunities for the Re-entry Woman" by Verheyden-Hilliard.

2. Ask students to interview two re-entry women, either in the university or the neighborhood, concerning problems they encountered in the process of re-entering; the worksheet (included with this lesson) for the re-entry woman could be used as a guide for the interview. For university women, such problems may include transportation, child care, retaking SAT or GPE tests to raise scores, financial aid, feeling unprepared for academic challenge, needing to be more assertive in class discussions and with professors, arranging convenient course schedules, feeling like an outcast because of age difference with classmates, arranging time to study at home without constant interruptions, making arrangements with husband and children to help with housekeeping, worries about adequate supervision of children, husband's attitude toward re-entry.

   Women re-entering the work force will face many of the same problems. They will also experience other problems, including difficulty getting interviews because of lack of recent experience; difficulty establishing one's credibility in a non-traditional job; difficulty proving one's commitment to a job or career, especially if it requires extensive on-the-job training; difficulty being assertive in job interviews.

3. After students have written a one-page summary of their interviews, discuss the results. Divide a chalkboard into two sections—one for problems re-entering school, and one for problems re-entering the work force. Ask the following questions:

a. What were the most common problems?
b. What were some of the effective solutions interviewees used?
c. What solutions can the students suggest?
d. Is there a need for any institutional changes?

Activity V: (Objectives 1 and 2)

1. After students have read the articles listed in Activity II, role-play scenes with a middle-aged re-entry woman who wants to overcome some of the intrapersonal barriers to re-entry. Such barriers can include:
   a. Lack of self-confidence
   b. Guilt about wanting to do something for herself
   c. Confusion over whether she can be a good wife and mother if she is working
   d. Worry that her husband will feel like less of a man if she brings home a paycheck
   e. Worry that the children will feel insecure if she isn't always there when they want her
2. Scenes should last ten to fifteen minutes. Students may want to use different techniques, such as:
   a. Gestalt (top dog vs. underdog, or empty chair)
   b. RET (if I'm not perfect, I'm worthless)
   c. TA (What are the parent and child messages? What is the script?)
   d. Client-centered

Activity VI: Class Discussion (Objectives 1 through 5)

1. What are the seven stages of the re-entry process as described by Brooks (1976)?
2. What are some of the specific concerns of women who are re-entering educational settings or work environments?
3. What are some of the ways in which counselor-bias can be demonstrated in the counseling setting with a re-entry woman?
4. How can interest inventories serve as inhibiting factors with re-entry women?

RE-ENTRY WOMEN

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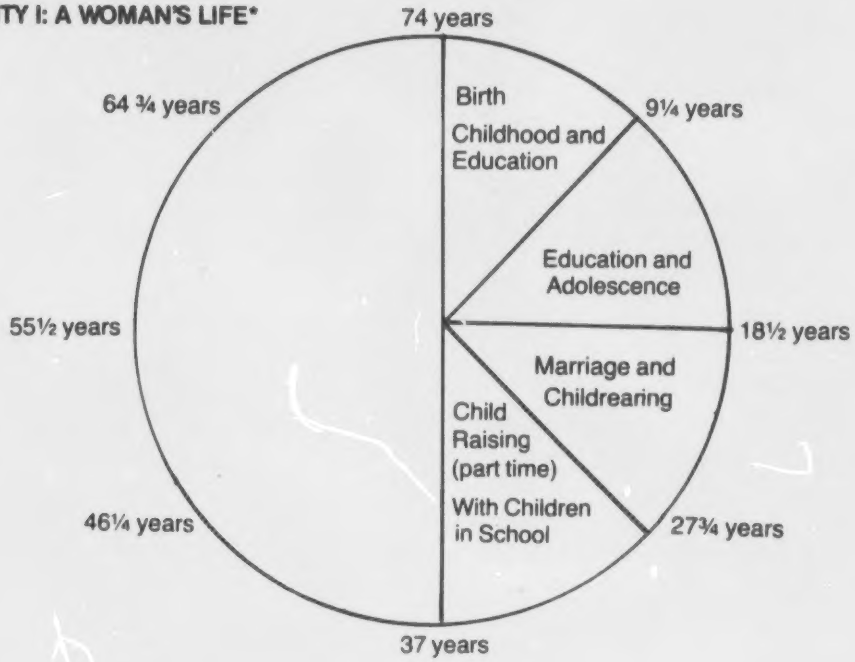
APPENDIX: READINGS AND WORKSHEETS

ACTIVITY I: A WOMAN'S LIFE*



ACTIVITY II: WORKSHEET FOR RE-ENTRY WOMEN

1. In what stage of family life are you?
   a. Preschool children
   b. School-age children
   c. School-age children including adolescents
   d. College-age children
   e. No children living at home
   f. A combination of these: specify
2. List all your previous educational experience, including institutions, years of attendance, degrees, and honors.
3. List all previous work experience. Describe thoroughly; include dates.
4. What did you most like to do in your education and your work? Did you prefer working with people or on projects? Do you like research or presentation? individuals or groups? responsibility or a clearly defined unit of work? men or women or children? With what ages do you like working?
5. What kind of leadership do you enjoy giving? Under what kind of leadership do you best work?

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* Prepared by California Advisory Commission on the Status of Women, 1972.

6. List the volunteer work in which you have participated and what you did. What did you most enjoy?
7. What do you like to read about in newspapers and magazines? What topics are interesting or exciting to you?
8. What are your hobbies?
9. What sports do you like? In which do you participate?
10. Looking back on your college years and your experience since, how would you catagorize and describe your attitudes, your talents, and skills?
11. What are your children's needs now in terms of your time, energy, and emotional involvement? What do you anticipate their future needs will be? Do your children have specific interests or problems that you wish to share with them, or with which they need your help?
12. What are your husband's needs of you, and what do you anticipate these needs will be in future decades?
13. Have you other, wider family responsibilities such as aging parents?
14. What are your beliefs about community responsibility and service?
15. Have you other special interests not taken into account?
16. How would you describe your energy level? When do you work best?
17. What can you reject? What do you not want to consider?
18. What are your major conflicts?
19. What are your goals and aims? for the next year? the next five years? the next twenty years?
20. What are the major decisions facing you?

The worksheet provides a framework for summarizing experiences, examining the beliefs and goals influencing one's choices, and evaluating abilities and skills. Although the answers are for personal use—for classifying, for planning, for recollecting forgotten experiences—the act of writing them down may be a useful preliminary to preparing a resume. The resume, in turn, is a prerequisite in any search for a job.

Unit IV
Lesson 22

RAPE

INTRODUCTION

It has been conservatively estimated that there have been 255,000 incidents of rape and attempted rape every year for the past five years. Feminists assume that rape is not a crime of lust but of violence and power. Brownmiller (1975) argues that rape is a conscious process of intimidation by which all men keep all women in a state of fear.

Rape can be a devastating and demoralizing experience. In working with a woman who has recently been raped, the counselor/therapist should be able to help the woman cope with her experience, understand her feelings, and make any immediate decisions she needs to make. Longer-range goals may include working through feelings of anger and residual fear and/or shame. In order to be of maximum help, the counselor/therapist should develop knowledge of local medical and legal procedures.

The learning activities of this lesson are taken directly from the *Rape Crisis Center Training Manual* (MS 1252), prepared by Jaquelyn Liss Resnick, Clara W. Hill, and Linda Dulcher, and published by the American Psychological Association Journal Supplement Abstract Service. To order, write: JSAS, APA, 1200 Seventeenth St., N.W., Washington, D.C. 20036 (47 pages, $5).

OBJECTIVES

1. **To explore personal feelings about rape.**
2. **To be able to use sexual terms without embarrassment or unease.**
3. **To be familiar with medical and legal procedures related to rape.**
4. **To develop skills in crisis intervention.**
5. **To be able to describe the three emotional stages of the rape experience.**
6. **To be able to discuss the pros and cons of reporting rape to authorities.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings. Ask students to read "Emotional Stages of the Rape Experience" (included with this lesson), and Fox, "Crisis Intervention with Victims of Rape"; and survey Brownmiller, *Against Our Will* (1975), before conducting the learning activities.

SUGGESTED LEARNING ACTIVITIES

Activity I: Fantasy Experience (Objective 1)

1. Tell students: "Close your eyes. Imagine yourself in a situation in which a man is trying to rape you. Imagine what occurs and how you feel. Take three to five minutes to silently go through this fantasy."
2. Students should then spend five minutes sharing their experience. The first person to begin turns to the person on her right and talks about her reactions and feelings about the fantasy. The listener responds by summarizing in a couple of sentences what she heard without interpreting or placing any value judgments. Then the listener becomes the speaker to the person on her right.

Activity II: Gaining Familiarity and Ease with Sexual Terms (Objective 2)

Divide the class into groups of five or six. Ask all groups to record as many synonyms as possible for the words "vagina," "penis," and "intercourse." These synonyms may include any type of expression from street slang to medical terminology. Allow five to eight minutes for each word.

Activity III: Role-Playing Situations (Objectives 3 through 6)

Ask volunteers from the class to role-play interactions involving phone calls to a rape-crisis center:

Situation a: The caller has been raped within the last twelve hours. She is afraid of venereal disease, internal injuries and pregnancy, but more afraid the medical people will report to her parents. She is under 18.

Situation b. The caller wonders if she should call the police. She was raped this evening by a man she had dated one time, over a year ago. Tonight she ran into him in the grocery store, and he offered to drive her with her groceries home. Once there, he forced his way inside and raped her. She is on the pill and doesn't think she was physically injured, though she wonders if she was exposed to venereal disease.

Situation c. While out walking the caller was attacked and raped by a stranger. This happened five months ago, and she reported it to the police, but they could not locate her assailant. She says she "got over it" quickly by moving to another part of town and going on with her work. Recently, she changed to working the swing shift, and now, she finds she is getting more and more afraid of walking to her car and of going into her apartment after she gets off work. She is ashamed to be "such a baby" and wonders if she is losing her mind.

Situation d. This woman has a roommate who was raped in their apartment two weeks ago. Since then, the roommate has insisted on keeping the shades pulled even in the daytime, on always having the caller or some other friend present, and on making other changes in her living habits. The caller is worried about the roommate and also is getting tired of her dependency.

Situation e. The caller is worried about her work situation. Her male employer pats her on the rear and makes ribald remarks. Lately, he's been asking her to work late, and she is afraid he will force himself upon her. She wonders how she can keep her job without giving in; her husband is working, but they need her income, too. She "doesn't dare" tell her husband about the problem.

Situation f. Working with the police: Have students, in a small group, interview a detective who handles rape cases concerning the pros and cons of reporting rape to the authorities.

RAPE

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* Resnick, J.L., Hill, C.W. and Dulcher, L. *Rape crisis center training manual* (MS 1252). American Psychological Association, Journal Supplement Abstract Service, 1200 Seventeenth St., N.W., Washington, D.C. 20036. (47 pages, $5.)

Related Media

Rape: the reality. A documentary videotape by Elaine Velazquez. 40 minutes: B/W. Rental $25. Purchase $150. Address inquiries to: Elaine Velazquez, 17 NW 5th #215, Portland, Oregon 97209. Phone (503) 233-3654.

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* Basic readings for this lesson.

Unit IV
Lesson 23

BATTERED WOMEN

INTRODUCTION

Well into the 1970's, social scientists have virtually ignored the problem of abused wives and battered women. The battered wife is isolated. She usually knows of no one to whom she can turn and has no place to go. American society makes no provision for realistic solutions to the problems of battered wives. The battered woman's safety is seldom considered by the service and legal professions where these women seek refuge; in the case of a family incident resulting in a battered female, police often assume a "hands-off" stance.

There are several reasons for this state of affairs. Just as society formerly believed that the rape victim was usually the guilty party, there is still an assumption that abused wives have simply driven their husbands beyond their limits of endurance. Secondly, battered women are generally passive, inhibited and helpless. Over time, abused wives sometimes begin to believe they deserve the violence which is directed toward them.

The Freudian theory of female masochism has been detrimental to the welfare of abused women in therapy. A further problem is found in the sex-role stereotypes which define femininity in terms of helplessness and masculinity in terms of aggression. A counselor/therapist who believes that the man should be the wielder of power in a relationship and that the woman should be subordinate will only validate the man's right to impose his power on his wife. The problem of battered women is a prime example of a situation in which therapy means change, not adjustment.

OBJECTIVES

1. **To understand the phenomenon of battered women and its relationship to sex-role stereotyping and sexism in American society.**
2. **To understand the legal and social alternatives available to battered women.**
3. **To understand the relationship of battered women to the concept of learned helplessness in women.**

4. **To be able to formulate strategies for aiding and counseling battered women.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings.

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 1 through 4)

1. Ask students to consider the following quote:

   > Men who have vestiges of guilt about the enforced subservience of women or who have rescue fantasies about women should not do therapy with dependent women whose husbands mistreat them. In such a situation, almost any therapist would wish that a woman had the courage to leave; such a male therapist, however, may feel so strongly that, unintentionally, he may direct her toward leaving without taking the time to first build up her self-sufficiency. A client's lack of self-sufficiency may be masked in therapy with a supportive male therapist because neither may realize that she has simply replaced the husband upon whom she was dependent with her male therapist. If she divorces, she will have great difficulty leaving therapy unless she first marries again.[1]

2. Suggest to students that in many ways this quote may also apply to the supportive woman therapist/counselor.
3. Have students brainstorm strategies for increasing feelings of control and self-sufficiency in a battered wife client. Strategies may be derived from the following sources: Seligman's theory of learned helplessness; Bach's methods for channeling aggression; and/or the theory and techniques of assertion training (see Bibliography).
4. Ask students to generate specific activities that the client can accomplish to increase her power and control.

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[1] E. Rawlings and D. Carter, *Psychotherapy for Women.* Springfield, Ill.: Charles C. Thomas, 1977, p. 72.

Activity II: (Objectives 1 through 4)

1. After they complete Activity I, ask several students to create a role-playing scene concerning a battered wife client to be presented in the next class meeting. (Alternately, the role playing could have been assigned in advance to be presented in the same class meeting that Activity I occurs.) The student who portrays the client should be sure to exemplify the characteristics of battered wives as described in the literature.
2. One pair of students may role-play an initial interview. Another pair may do a scene of setting goals for counseling/therapy. A third pair may act out a session in which specific strategies are agreed on.
3. After each scene (of approximately five to fifteen minutes) elicit feedback from the class. For example:
    a. What was their personal reaction to this client?
    b. What did they think the client was feeling?
    c. What was their professional reaction to the client?
    d. As the counselor/therapist, what might they have done differently?

Activity III: (Objective 1)

1. Have a small group of students interview police officers and/or lawyers on their attitudes toward the problem of wife beating. Ask them to investigate what options are available in the community to protect assaulted wives. What are the problems inherent in setting up a refuge for battered women in the community?
2. Have students present their results to the class.

Activity IV: (Objective 4)

1. Based on the works of Bard (1971) and Bandura (1973), have students devise a program for working with a battering husband who wants to learn to control his aggression.
2. Have the students present their program to the class.

BATTERED WOMEN

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Unit IV
Lesson 24

PREGNANCY TERMINATION

INTRODUCTION

Pregnancy termination, or abortion, remains a controversial issue in the United States even though the Supreme Court has struck down rulings which declared abortion illegal. The reasoning behind legalized abortion is that women should have the right to control their own bodies—therefore, the right to choose pregnancy termination as an alternative, whether or not they ever do choose to exercise that right. Although in a patriarchal society, some Americans do not support women's right to control their own bodies, the fact is that abortion is legal and millions of women are choosing pregnancy termination as an alternative. Educators are stressing the importance of easily available sex education and birth control devices so that the need for pregnancy termination can be decreased. Pregnancy termination is both a counseling issue and an education issue, since it is a legal choice for American women. This lesson focuses on the experience of abortion, the political significance of abortion, and other related issues.

OBJECTIVES

1. **To become familiar with the medical techniques for pregnancy termination and considerations relevant to abortion counseling.**
2. **To become aware of the political and class issues related to abortion.**
3. **To explore the circumstances and consequences of illegal abortion.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings. Contact a counselor(s) who has worked with clients regarding pregnancy termination. Invite them to class as a resource person(s). Women's clinics and family planning centers are good sources for resource persons.

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 1 through 3)

1. Assign Chapter 11 (Abortion) in *Our Bodies, Ourselves* (Boston Women's Health Book Collective) and the handout which accompanies this lesson.
2. Prepare a mini-lecture or invite a resource person to cover basic facts of medical abortions and related counseling issues. Discuss typical concerns expressed by women considering pregnancy termination. Suggest strategies for how a counselor could deal with those concerns.
3. Conduct a class discussion of abortion using the following stimulus questions:
    a. What are the important considerations in deciding whether or not to terminate a pregnancy?
    b. The Supreme Court has ruled that a woman is not obligated to inform either her parents, or, if married, her husband, of her decision to terminate a pregnancy. What are your thoughts on this issue?
    c. Should the biological father have any rights regarding the pregnancy termination decision? What are the central issues in this question? (Ask males to imagine they are female in considering this question; ask females to pretend they are male.)
    d. Flo Kennedy, a well-known feminist, has been quoted as saying, "If men got pregnant, abortion would be a sacrament." Does male opinion regarding pregnancy termination generally differ from female beliefs?
    e. Availability of abortion has always been a class issue. If poor women are denied access to pregnancy termination, the class differences become further aggravated. What are the implications?
    f. An argument of many anti-choice people is that abortion is murder. What do you think of this argument?
    g. Many anti-choice people feel that because their religion considers abortion as murder, it is a moral imperative to eliminate it as a possibility for anyone. How do you feel about this?

Activity II: (Objectives 1 through 3)

1. Discuss current events related to abortion: What are the main tenets of the pre-pregnancy termination position? the anti-pregnancy

termination argument?

2. Divide the class in half to debate the pregnancy-termination issue. Have each class member argue the position with which she/he is least identified.
3. Discuss the current situation regarding rape in the nation and in your state. Ask class members to bring in articles from the newspaper on this issue for class discussion.
4. Have students report on Schulder and Kennedy's *Abortion Rap* or Hardin's *Mandatory Motherhood.*

PREGNANCY TERMINATION

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ADDITIONAL RESOURCES

Abortion Trends: A Monthly Report of News and Opinion. Newsletter available from W/W Communications, P.O. Box 261, Lakewood, California 90714.

Excellent film: *It Happens to Us.*

National Abortion Rights Action League, 706 Seventh Street, S.E., Washington, D.C. 20003. (Information on reproductive health care. Monthly Newsletter.)

"The Right to Choose: Facts on Abortion" by Susan J. Lowe. Available from: Zero Population Growth, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. (Four-page fact sheet containing summaries of abortion legislation, statistics, methods of abortion, abortion services, and studies on abortion. Up to 499 copies at 4¢ each.)

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APPENDIX: READINGS AND WORKSHEETS

ACTIVITY I: PREGNANCY TERMINATION—SUMMARY READING

In the event that birth control methods fail either to be correctly utilized or to be effective, the alternative of pregnancy termination is one that may be considered. Recent legislation has given the right to women to seek safe legal pregnancy termination at any point in the pregnancy prior to the viability of the fetus. Actually obtaining an abortion has not always been easy, or even possible, in some areas of the country. Prior to this Supreme Court decision, illegal abortion was one of the leading causes of maternal death in this country. Currently, the availability of pregnancy termination for poor women is in jeopardy. The Supreme Court has ruled that states are not required to allocate Medicaid funds for use in pregnancy termination. Legislation currently pending may determine whether funds will be available to pay for abortions for lower-income women. There is a likelihood that lower-income women may be denied access to the safe, legal pregnancy termination that is available for middle-class women.

The politics of pregnancy termination involve intensely political and emotional issues. The key issue is choice. The choice for or against having an abortion should be a matter for the individual woman concerned to decide. It should not be forced, as has sometimes been the case where abortion has been a prerequisite to receiving welfare assistance, nor should it be denied because of the local domination of religious groups, which has often been the case.

The most important fact to consider is that research indicates that more than seventy percent of women who received legal abortions in 1974 report that they would have gotten illegal abortions had they not had the legal alternative. Thus, the provision of safe, legal abortions in a sterile environment seem to be to everyone's advantage, save the racketeers who have charged up to $1,000 for a dangerous, potentially fatal, illegal abortion.

Pregnancy termination as a means of birth control should be used with caution. Research conducted in the Soviet Union indicates that after three abortions, there is an increased risk of spontaneous abortion or miscarriage. Though the risk involved in pregnancy termination in the first trimester of a pregnancy is no greater than for a tonsillectomy, and less than that involved in childbirth, the risk increases after the first trimester. It is therefore important that pregnancy be determined as rapidly as possible in order that all options, including pregnancy termination, may be freely considered.

Women's clinics are located within most large cities and near many universities. Generally, they employ a staff that includes counseling to help a woman deal with the emotional crises that may accompany pregnancy termination. In these clinics, abortions are conducted on an out-patient basis with usual cost around one hundred and fifty dollars ($150). By consulting Planned Parenthood agencies, women's clinics can be located. Unfortunately, women not in these locations have often been denied access to abortions.

Unit IV
Lesson 25

SELECTED ISSUES IN WOMEN'S HEALTH

INTRODUCTION

This lesson is designed to examine selected women's health issues such as hysterectomy, mastectomy, and cervical cancer, and to examine the grass roots women's health movement. It can be used with the lessons in Books III and IV of this series which focus on Black women's health issues and health issues of Appalachian women.

The fact that the medical establishment of the United States is male-dominated and male-controlled has often resulted in a scarcity of research devoted to the specific health concerns of women. Benoliel (1975) stresses the need for well-designed longitudinal research into the impact of critical sex-related health events on women's self-concept; for the effects of giving birth to a child, of seeking birth control measures, of having a mastectomy, a hysterectomy, or cervical cancer, or of being treated for rape are critical events in women's life experience that have had little research.

Teenage sexuality and teenage pregnancy represent a special problem in female health care. Research is also needed on the effects of early and prolonged use of oral contraceptives. Increased risk of side effects is associated with the prolonged use of oral contraceptives, and women over forty who use the pill have an increased risk of heart attack. In general, research for safer contraceptives is needed to avoid the dangers associated with the pill.

In recent years, there has been an emergent women's health movement, the basic tenets of which are: (1) women are usually "well," not "sick," when they seek medical services; (2) the authoritarian structure of the medical profession keeps women in ignorance of their own bodies, which is not only degrading but dangerous; and, most important, (3) women can gain control of their own bodies by studying, by working together, and by sharing knowledge with others.

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OBJECTIVES

1. **To explore medical, social, and political issues related to women's health, particularly hysterectomy and mastectomy.**
2. **To become aware of the types of cancer most prevalent in women, and to know how to look for symptoms.**
3. **To explore the women's self-help movement.**

FACILITATOR PREPARATION

Read the entries in the bibliography marked with an asterisk. Review the objectives and learning activities, and select those most appropriate for your learning/teaching situation. Assign student readings. Check with your local Cancer Society to determine if they have resource persons available to visit your class. If possible, acquire the Boston Women's Health Book Collective film, *Taking Our Bodies Back.*

SUGGESTED LEARNING ACTIVITIES

Activity I: (Objectives 1 and 2)

1. Assign students the "Summary Reading—Hysterectomy and Cancer," included with this lesson; Chapter 15, "Women and Health Care" in *Our Bodies, Ourselves;* and Ruzek's article, "Emergent Modes of Utilization: Gynecological Self-Help." Invite community resource persons such as Cancer Society representatives, women's self-help representatives, and gynecologists to share information with the class. If possible, show the film *Taking Our Bodies Back.*
2. After resource-person presentations and/or viewing the film, conduct a class discussion using the following questions:
   a. What are ten major issues related to women's health?
   b. How have individual women in the class dealt with related health problems?
   c. What attitudes contribute to the occurrence of needless hysterectomies? What reasons are used to justify hysterectomies?
   d. What two simple tests greatly reduce cancer deaths in women?
   e. What social factors combine to make hysterectomy a political as well as medical experience?
   f. Most types of cancer specific to women could be detected early enough to reduce the full impact of the disease by regular health care and self-examination. What steps can be taken to maximize

the chances that women will take these preventative precautions?

g. What emotional impact might hysterectomy and mastectomy have for women? Generate strategies for dealing with these impacts.

h. Why have self-help clinics experienced so much harassment from the medical profession?

i. What societal conditions stimulated the development of the women's health movement?

Activity II: (Objective 3)

1. Ask individual students to investigate women's health care on campus and report their findings to the class. The questionnaire by Smithies, included with this lesson, can be used to facilitate the evaluation.

Activity III: (Objective 1)

1. Assign individual students the task of reading 10 recent articles or a book on one of these women's health issues: mastectomy, hysterectomy, hypertension, cervical cancer, venereal disease, menstrual difficulties, drug addiction, complications following childbirth, vaginal infections, obesity, alcoholism.
2. Share the results of individual students' research in a class discussion.
3. List the medical, social and political issues which are associated with each of these women's health problems.

WOMEN'S HEALTH ISSUES

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* Basic readings for this lesson.

APPENDIX: READINGS AND WORKSHEETS

ACTIVITY I: SUMMARY READING—HYSTERECTOMY AND CANCER

Hysterectomy, or removal of the uterus, is the second most common major operation performed in the United States. The National Center for Health Statistics estimates that approximately 787,000 hysterectomies were performed in 1975. Though uterine disease has been vastly reduced due to lower birth rates, almost one-half of American women over the age of forty will be recommended for hysterectomy. These women will pay a total of $400 million in gynecological fees alone; 12,000 will die. There is evidence that suggests that at least 30 percent of hysterectomies recommended by the original physician were performed unnecessarily (Cohen, 1973; Fried, 1974). The American medical establishment itself is divided on the question: some doctors view the womb as a useless organ after the childbearing function is over which should be removed as a preventive measure against possible future disease; others view hysterectomy as a luxury surgery, usually not necessary to the well-being of the woman. Interestingly, hysterectomies are performed four times more often in the United States than in Sweden, where national health care dictates that physicians gain little financially by this surgery. It is suspected that unethical hysterectomies may be prescribed for the following reasons: resident training for interns, research, economic gain for an over-supply of gynecologists, and covert sterilization.

A woman suffering from abnormal bleeding, abdominal or pelvic pain (symptoms usually leading to a diagnosis recommending hysterectomy) should seek at least one other professional opinion, since a study by Cornell Medical College recently showed that 32 percent of hysterectomies recommended by the original physician were declared unnecessary by a second consulting physician (Cohne, 1973).

For American women, cancer of the breast is the most frequent form of cancer and is the chief cause of cancer deaths among women. Approximately 74,000 cases are diagnosed annually. Most frequently, it occurs in women over age thirty-five. Though it cannot be prevented, it can be detected early by self-breast checks; in fact, 95 percent of breast cancers are discovered by the women themselves. Early detection by women greatly increases chances for survival; when diagnosed and treated promptly, the rate of cure can be as high as 85 percent (Shaw and Griffin, 1973).

Uterine cancer ranks third among cancer killers of American women. Most deaths from uterine cancer could be eliminated by widespread use of the Pap test. Women should begin having annual Pap tests at about twenty years of age, or earlier if they are sexually active. The Pap test can detect uterine cancer before symptoms occur. In some areas of the country, a "do-it-yourself" Pap test is available. Through the use of a kit, the woman may take a sampling of cells herself, after which they are sent to the laboratory for diagnosis. This form of the test is especially helpful for women in isolated areas and is also less expensive than when administered by a physician.

ACTIVITY II: EVALUATION OF WOMEN'S HEALTH CARE ON CAMPUS*

Chris Smithies

Following are a number of women's health care/sexuality-related issues that the women (and men) on your campus can research and do something about:

1. Is there gynecological care available on campus?

   If so, what is the quality of the care? What is the range of services and is it meeting student needs? For students who purchase university-sponsored health insurance, are there additional charges for gyn care? If so, could a case be made for sex discrimination?

   If there is no gyn care available through the student health center, why isn't there? What services are available in the community? Is anyone on campus responsible for referral?

2. How do students receive birth control information and prescriptions or devices?

   If a student health center provides birth control services, is complete information related on all of the methods? Or, as is often the case, is the birth control pill subtly "pushed" as the best method of contraception? Do women receiving prescriptions for birth control pills for the first time also receive a Pap test and breast examination?

   What agencies in the community provide birth control services? Do they provide complete information on all of the methods?

3. What resources are available to women seeking abortion care or information on abortion?

   Does the student health center (or other professionals) provide nonmoralistic, accurate information on abortion?

   Where can students obtain abortion care? Is it quality care? How do students receive second trimester abortion care?

   Does the university provide any assistance, e.g., loans, transportation, post-abortion care, counselling? For women with student health insurance, does the insurance partially or completely cover the cost of abortion care? If not, why not?

4. What services are available to women who have been victims of rape or attempted rape?
   a. How are these women treated by the local police?
   b. What health care do these women receive? Who pays for it?
   c. Are there support systems for these women?
   d. Is there anything the university can do to make the campus safer for women?

5. What literature pertaining to health care/sexuality is available to men and women?

Two excellent sources that can be obtained cheaply are *The Birth Control Handbook* and *Our Bodies, Ourselves*. On some campuses, the former is distributed to all students once a year.

6. What networks of support, formal or informal, are there for the lesbian student?

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a. Is there anyone on campus, professional or non-professional, whom lesbians perceive as supportive of and knowledgeable about lesbianism?

b. Are there any efforts to educate the campus community about lesbianism/homosexuality?

c. Are there any campus and/or community groups where the lesbian can find information, activities, and other lesbian women?

d. What attitudes, official and unofficial, does the university take toward lesbian students, staff, and faculty?

7. Is there university-supported outreach to students regarding the issues of health care and sexuality? Is there a recognized group that deals with these issues?

APPENDIX

SUGGESTED MEDIA RESOURCES

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Anything You Want to Be. A lighthearted visualization of the conflict between the ambitious fantasies of a high school student and the hackneyed stereotypes which society holds out for her. For high school students and adults.

New Day Film Library
P.O. Box 315
Franklin Lakes, NJ 07417

B&W
8½ minutes
Rental: $15 Purchase: $100.00

A Chance to Choose. A filmstrip/cassette which discusses equal and unbiased counseling and focuses on counselor attitudes, client attitudes and counseling materials.

SEGO Project, American Personal and Guidance Association
1607 New Hampshire Avenue, NW
Washington, DC 20009
Telephone: 202/483-4633

And Ain't I a Woman? — 200 Years of Feminist Literature. A series of six filmstrips/cassettes entitled: "Early Times," "The Feminist 50s," "Hearthside," "Outside," "Society and Attitudes," and "Toward a New Consciousness." The script consists of quotations from feminist authors, loosely edited to correspond to the subject areas suggested by the titles.

Schloat Productions, A Prentice-Hall Company
150 White Plains Road
Tarrytown, NY 10591

Black Woman. From the television series "Black Journal," featuring performances by Black female artists and discussions by Black feminists. Questions discussed include: Is there a Black matriarchy? Should Black women remain subservient to bolster the egos of Black men? For high school students and adults.

Indiana University Media Center
Bloomington, IN 47401

B&W
52 minutes
Rental: $14 Purchase: $265

Black History: Lost, Stolen or Strayed. 54-minute black and white film narrated by Bill Cosby. Shows a predominantly male viewpoint of Black history (1968).

BFA Education Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

B&W
54 minutes

Changing Images. A culturally diverse class of elementary school children is led by the teacher through a five-week project designed to explore sex-role stereotypes. For use with fourth grade on up; teachers and parents.

University of California
Extension Media Center
Berkeley, CA 93301

B&W
15 minutes

Clorae and Albie. The story of two Black women in their early 20's who followed different paths upon dropping out of high school. They are shown struggling—one to get her diploma and raise her children, the other to find satisfying work and obtain a college degree—and making it. For high s[illegible]udents and adults.

Education Development Center
Distribution Center
39 Chapel Street
Newton, MA 02160

Color
36 minutes

The Emerging Woman. This film presents a history of women in the United States from colonial times to the present. Using old pictures, original film shots from this century, and the words of women leaders, the film portrays women in their political and social roles. The content includes women as slaves.

Film Image, 1974

B&W
16 mm film

Eve of Change. A series of six filmstrips/cassettes entitled: "The Invisible Woman: A Slight Case of Unemployment," "Wings of Woman," "So You Take This Woman?", "The High Cost of Working," and "Shortchanged." The filmstrips examine the traditional role of women in our society and search for ways in which traditional stereotypes can be overcome.

Westinghouse Learning Corporation Distribution Center
231 Norfolk Street
Walpole, MA 02081
Telephone: 617/668-7746

The Fable of He and She. Sex stereotyping is the theme of this amusing film based on a story by Marie Winn. Creative clay animation by Eliot Noyes, Jr., depicts the tale of the "Hardibars" and the "Mushamels," who discover that traditional male and female roles can indeed be discarded.

Learning Corp. of America
1350 Avenue of the Americas
New York, NY 10019

Free to Be You and Me. This set of three films presents a collection of "thumbnail" sketches on children's sex-role stereotypes. All three films show children from a variety of ethnic groups, contain animated drawings, and include skits with children and well-known stars. Based on the best-selling record and book by Marlo Thomas, the films were originally presented on ABC-TV and received the 1974 Emmy Award as the best children's special of the year. Many famous people contributed to this outstanding production, including Marlo Thomas, Harry Belafonte, Mel Brooks, Roberta Flack, Roosevelt Grier, Kris Kristopherson, Tommy Smothers, and Dionne Warwick.

Part I: Expectations - 16 minutes
- Boy Meets Girl (baby puppet skit demonstrating sex-role stereotypes)
- When We Grow Up
- Peering Parents
- William's Doll (animated cartoon of a boy who violates male sex-role expectations)

Part II: Independence - 14 minutes
- Let's Hear It for Babies
- Atalanta (modern day fairy tale; excellent portrayal of traditional sex-role alternatives)
- Sun and Moon (poem)
- Dudley Pippin (sensitive male school principal and little boy explore sad feelings)
- It's All Right to Cry (Rosy Grier and many photos present a vew of males showing feelings)

Part III: Friendship and Cooperation - 17 minutes
- Helping
- Ladies First (animated cartoon showing a little girl who overconforms to the traditional view of femaleness)
- Kitchee-Koo
- Marlo and Friends on Brothers and Sisters
- Sisters and Brothers Song
- Three Wishes
- Checkout Time

McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020

Color
16 mm film
3 parts

Girls at Twelve. This documentary follows three young friends in their daily lives in a small city near Boston. Shown is the socialization process that we all, even with the best of intentions, impose on youngsters. For high school students and adults.

Education Development Center
Distribution Center
39 Chapel Street
Newton, MA 02160

Color
30 minutes
Rental: $25 Purchase: $330

Harriet Tubman and the Underground Railroad. Harriet Tubman was born as a slave in the South, where she grew up in the decades preceding the Civil War. Yet even before the Civil War erupted, slave owners were offering more than $40,000 for her capture. Harriet Tubman was one of the most daring conductors of the Underground Railroad. Cast includes Ethel Waters, Ruby Dee and Ossie Davis.

Contemporary McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020

B&W
54 minutes
16 mm film

Growing Up Female: As Six Becomes One. A statement about the social conditioning of women, drawn from a close, detailed study of six individual girls and women of different ages. For use with high school students and adults.

New Day Films
P.O. Box 315
Franklin Lakes, N.J. 07417

B&W
60 minutes

Hey! What about Us? Depicts sex-role stereotyping in physical education classes, playground games and classroom behavior, and contrasts these examples with nonstereotyped sequences: a girl displays competence in football, a boy excels in dance. Filmed mostly in elementary school settings. For fourth grade on up; teachers and parents.

University of California
Extension Media Center
Berkeley, CA 93301

Color
15 minutes
Rental: $17 Purchase: $200

I Is for Important. Children in kindergarten through eighth grade display the effects of their sex-role stereotyping through social interactions and emotional expression. We see the resistance of children to role reversal in kindergarten play, the anxiety felt by boys over appearing to be a "sissy" before their peers, the indoctrination of girls into commercial definitions of beauty. For fourth grade on up; teachers and parents.

University of California
Extension Media Center
Berkeley, CA 93301

Color
12 minutes

Janie's Janie. Janie is a gutsy welfare mother from Newark, NJ. The film charts her growth from a self-hating housewife to a liberated divorced woman with a sense of community and a readiness to fight for her rights. "Before," she says, "I was my father's Janie, then I was Charlie's Janie—now I'm Janie's Janie." A consciousness-raising film for older adolescents and adults.

Odeon Films
1619 Broadway
New York, NY 10019

B&W
25 minutes
Rental: $25 Purchase: $250

Jobs and Gender. These two filmstrips are designed to involve adolescents in examining the myth of "men's" work and "women's" work. The filmstrips expose the effect of sex-role stereotypes on occupational choices and present role models in nontraditional jobs. Interviews with a female carpenter and a male nurse present a personal view of the advantages and disadvantages of choosing a nontraditional job. Viewers are encouraged to examine the facts and their own feelings about moving away from sex-role expectations.

Guidance Associates
757 3rd Avenue
New York, NY 10017

Color
18 minutes

Lucy. Lucy is the story of an unwed, pregnant teenager. The brief narrative presents her romantic relationship with her boyfriend, the tensions the pregnancy causes in the family, and the alternatives Lucy faces as an expectant mother. The film has an urban setting, and the central character is a Puerto Rican girl. This nonmoralistic film is designed for teenagers and for people who work with teenagers. It is a motivational film designed to stimulate discussion and lead to an understanding of the problems of teenage pregnancy. It is outdated in relation to the topic of abortion. The film was produced in 1971, before abortion was legalized, but class discussion can compensate for that deficiency.

Pictura Films Distribution Corp.
43 N. 16th Street
New York, NY 10020

B&W
13 minutes

Masculinity A four-part filmstrip study of men today: their roles, their impact upon the world in which they move, the ways they perceive themselves in terms of masculine images, and how they are perceived in these same terms by others. This filmstrip also discusses the validity of certain long-held assumptions about men and masculinity, the degree to which myth and traditional stereotypes have influenced these assumptions, and what options and new directions men now have open to them. Though the program focuses on men, its implications not only have equal value for students of both sexes, but also shed valuable light on the closely related subjects of women and their roles.

Warren Schloat Productions, Inc.	Color
West Nyack, NY 10094	41 minutes

Male/Female: Changing Lifestyles. Parts 1, 2, 3, and 4. Four filmstrips/cassettes entitled: "Biology and Behavior," "The Old Traditions," "Modern Trends," and "Young People Speak for Themselves," in which the roles sexes assume in our society are challenged and are shown to be shaped by socializing forces.

EAV - Educational Audio-Visual, Inc.
1 Clairmont Ave.
Pleasantville, NY 10570

Men and Women, Myths and Stereotypes. Carousel slide set and cassettes, 40 minutes, produced by the Center for Humanities.

Part I: 20 minutes

A definition of stereotypes; how they are culturally represented in literature, drama and art; and how they affect human development.

Part II: 20 minutes

A representation of the ranges of stereotypes in American "popular" culture.

Center for Humanities	Color
2 Holland Avenue	40 minutes
White Plains, NY 10603	

Men's Lives. This is a contemporary view of the male role portrayed through the medium of film by several young men from Antioch College. It consists of a view of the male sex role from many different perspectives via interviews with a wide range of people—children, old people, students, workers, Black people and white people. The way each man has a chance to express all his opinions, both popular and unpopular, is particularly enjoyable. The film shows men as they are and as others see them. Blue ribbon winner, American Film Festival.

New Day Films	Color
P.O. Box 315	43 minutes
Franklin Lakes, NJ 07417	16 mm film

Nature's Way. Visits with Appalachian senior citizens who have become experts in holistic and natural approaches to home remedies and treatment of disease. Last third of film features midwife delivery of twins.

Appalshop Films	Color	
Box 743N	22 minutes	
Whitesburg, KY 41858	Rental: $25	Purchase: $250

Nontraditional Careers for Women. Part I and Part II. Two filmstrips/cassettes in which women are shown discussing their motivations for pursuing nontraditional careers and the gradually changing attitudes of co-workers and the general public. A narrator supplies factual information.

Pathescope Educational Media, Inc.
71 Weyman Avenue
New Rochelle, NY 10802
Telephone: 914/235-0800

Other Women, Other Work. Presentation of some unorthodox job alternatives for women. Seven women are shown at their jobs, and are heard discussing their attitudes toward their work. We see a pilot, carpenter, truck driver, roofer, oceanographer, veterinarian, and broadcast journalist. A career awareness—and consciousness-raising—film for junior high, high school, and adult audiences.

Churchill Films
662 North Robertson Blvd.
Los Angeles, CA 90053

Color
20 minutes
Purchase: $230.

Quilting in the Southern Appalachians. Synchronized slide-tape program featuring Necie Hunsucker of Cherokee County, North Carolina. She creates a "log cabin" quilt and reminisces on growing up in the mountains.

Harry J. Segedy
Berea College Appalachian Museum
C.P.O. Box 1311
Berea, KY 40404
Telephone: 606/986-9341 ext. 560

15 minutes
Purchase: $60

Quilting Women. Entertaining and informative presentation on the history and art of quilting and the companionship offered by women working together over a quilting frame. Interspersed with dulcimer tunes and fiddle airs.

Appalshop Films
Box 743N
Whitesburg, KY 41858

Color
28 minutes
Rental: $30 Purchase: $300

Rape: The Reality. A documentary videotape on rape produced by Elaine Velazquez.

Elaine Velazquez
17 N.W. Fifth, #215
Portland, OR 97209
Telephone: 503/233-3654

B&W video
40 minutes
Rental: $25

Roberta Flack. Roberta Flack, a black singer, is shown performing, recording, and talking about her childhood, marriage, teaching experiences, and show business career. For high school students and adults.

Indiana University Audiovisual Center
Bloomington, Indiana 47401

Color
30 minutes
Rental: $20 Purchase: $315

Sex-Role Stereotyping Kit: National Education Association. Parts I and II, filmstrip and record or cassettes, 1973.

Part I: The Labels: Femininity and Masculinity - 16 minutes.

Presents a well-developed definition of the existence of sex roles as evidenced in the media, children's toys and numerous shots of the American way of life. This filmstrip is an excellent introduction to the topic of sex-role stereotyping. It is authoritative (NEA), clearly presented, well documented, and representative of a cross section of American society.

Part II: The Reinforcement - 10 minutes.

A survey of the institutions in our society which teach sex-role-appropriate behaviors, personality traits and interests. The filmstrip ends on a positive note, with suggestions for combating sex-role stereotypes.

McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020

Spinning Wool in the Southern Appalachians. Synchronized slide-tape program featuring Mrs. Sarah Bailey of Bledsoe, KY. She demonstrates the process of spinning wool on the "walking wheel," from shearing sheep to winding yarn into skeins.

Harry J. Segedy
Berea College Appalachian Museum
C.P.O. Box 1311
Berea, KY 40404
Telephone: 606/986-9341 ext. 560

15 minutes
Purchase: $55

Sugar and Spice. Shows how the sex-role socialization process in three different schools, representing early childhood and elementary education, has been expanded to offer options for both boys and girls. Teachers and parents discuss their own growing awareness about sex-role stereotyping and its effects on them and their students and children. Discussion guide accompanies the film. For teachers and parents.

Odeon Films
1619 Broadway
New York, NY 10019

Color
32 minutes
Rental: $20 Purchase: $275

The Millstone Sewing Center. Sensitive coverage of a sewing and community center project conceived and managed by older mountain women. Contains themes of social action, meaningful work, aging, sense of community, women, the federal antipoverty program.

Appalshop Films
Box 743N
Whitesburg, KY 41858

Color
13 minutes
Rental: $15 Purchase: $120

The Struggle of Coon Branch Mountain. Depicts rural Appalachian community protest of poor roads and school circumstances. Describes community school efforts and grass-roots organizing.

Appalshop Films
Box 743N
Whitesburg, KY 41858

B&W
13 minutes
Rental: $20 Purchase: $150

You Can Be Anything. A series of four filmstrips and four records entitled: "Boys and Girls Can Do Anything," "The World is Wide Open," "The Choice is Yours," and "Think about the Future." Children are shown fantasizing about their occupations when they become adults.

New York Times
Teaching Resources Films
357 Adams Street
Bedford Hills, NY 10507

Young Women in Sports. Four young female athletes—a discus thrower, gymnast, runner, and swimmer—are shown training and competing. They explore their feelings about strength, competition and themselves as women and as athletes. For use with junior high or high school students in physical education classes or guidance programs as a springboard for discussions about girls and women in sports.

BFA Educational Media	Color
2211 Michigan Avenue	15 minutes
Santa Monica, CA 90406	

Women Emerging. The meaning of being a woman is explored in this film which documents the experiences of a multicultural women's class in an experimental school within Berkeley (California) High School. For use with junior high and senior high school students; parents and teachers.

University of California	B&W	
Extension Media Center	30 minutes	
Berkeley, CA 93301	Rental: $18	Purchase: $215

Women: An American History. Anne Firor Scott, Collaborator. The series consists of six filmstrips/cassettes entitled: "Women of the New World," "The Mill Girl and the Lady," "The Fight for Equality," "A Combination of Work and Hope," "Beyond the Vote," and "The Modern Women's Movement." It is a review of 350 years of the history of the American woman to the 1970s.

Encyclopedia Britannica Educational Corporation
1822 Pickwick Avenue,
Glenview, IL 60025

Women in American History. by Susan Kempler and Doreen Rappaport. A set of six filmstrips and three cassettes with the following titles: "The Colonies," "After the Revolution," "Slavery and Suffrage," "Reformers," "The Artist," and "Crisis of Identity." A chronology of the contributions of women to shaping American History.

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520